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IDEOLOGY AND THE WORLD OF THE SOCIAL STUDIES TEACHER

by

ROBERT BOUDEWYN KOOLE

A THESIS

SUBMITTED TO THE

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ABSTRACT

The purpose of this study was to examine the influence of ideology on a teacher's selection of resources in social studies. Examining the role of ideology in social studies education is a fruitful activity because ideology influences resource selection in two ways. First, a teacher's resource selection is influenced by his own ideology. Second, a teacher's resource selection is influenced by the ideology of the curriculum which he is required to follow.

Chapter I provides an introduction to the study and justifies the importance of understanding the world of the social studies teacher.

Chapter 2 includes a review of the literature about ideology and education in general, and ideology and social studies in particular.

Chapter III describes the need for a different approach to research in social studies education. Because of the frustration with existing approaches, research in social studies education should emphasize the role of the teacher.

Chapter IV outlines the research methodology of the study. This chapter discusses why a qualitative methodology was used in this study.

Chapter V describes the interpretive framework of the study. This chapter gives an account of the process of interpretation that forms the basis for this study.

Chapter VI presents a picture of the world of the social studies teacher. Teachers' views are described under five headings: 1. view

of resources, 2. view of colleagues, 3. view of the teaching task, 4. view of students, 5. view of the world.

Chapter VII analyzes teachers' views of resource selection. Teachers' views are influenced by their own ideology and by the ideology present in the curriculum.

Chapter VIII presents a reconceptualization of a teacher's role in the selection of resources. Teachers are actively involved in choosing resources for their classes.

Chapter IX examines the influence of ideology in the world of the social studies teacher, particularly in relation to the selection of resources. The chapter ends with the conclusions and the recommendations of the study.

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CHAPTER I

INTRODUCTION

In September, 1981, a new social studies curriculum became compulsory in Alberta. The new program marks the culmination of ten years of discussion, evaluation, and revision of the social studies curriculum of the province. In 1975, a major evaluative study, the Downey Report, recommended that

> the Department of Education undertake a reassessment of the Master Plan and a thorough revision of the major documents in which the Master Plan is articulated.

In 1978 an interim edition of the Alberta Social Studies Curriculum was introduced. After two years of trial in the schools of the province, it was revised and became the 1981 Alberta Social Studies Curriculum.

The program's introduction was supported by a major in-service project designed to help teachers better understand the philosophy of the new program. The intent of the in-service project was stated clearly. Teachers were to implement the new curriculum in terms of its basic philosophy using the available prescribed and recommended resources (Alberta Education, 1981, p. 3-4).

However, some questions should be raised about this process. Are teachers passive adapters of a curriculum? Will implementation be successful if teachers learn the skills requisite for understanding the program? Can a curriculum be implemented successfully if

teachers' views and developers' views are not congruent? The basic assumption of this in-service project is, itself, problematic. In a study of the documents of the in-service project, Chapman (1981) discovered that the technological metaphor was dominant. In the technological metaphor teachers are viewed as passive adopters of the curriculum; i.e. if they learn the skills they will be able to implement the program. However, recent research increasingly supports a view that teachers do not implement programs passively and neutrally (Fullan and Pomfret, 1977; Connelly and Ben-Peretz, 1980). According to these educators, each teacher who attempts to adapt a program brings much of himself to that program.

Purpose of the Study

The purpose of this study is to describe and interpret the ways in which a teacher's ideology influences his interpretation of a social studies curriculum. Based on interviews with six twelfth grade teachers and an examination of the existing literature on ideology, the study attempts to illuminate the world of the social studies teacher. I will suggest that these social studies teachers have particular views of resources, of curriculum, of students, of their colleagues, of the teaching task, and of the world. I will also suggest that, in choosing resource materials for their classes, these teachers interpret a curriculum in terms of their own ideological positions. First, these interpretations are based on the view a teacher brings to a curriculum. Second, these interpretations represent the ideology present in a

curriculum acting upon and directing the views of the teacher.

Need for the Study

A contextual explanation is necessary in order to account for the need for this study. The context will be explained in three separate but related ways: 1. an account of the personal context, 2. an account of the provincial context, and 3. an account of the educational context.

Personal Context

My own teaching experiences in Alberta have always included a special emphasis on curriculum interpretation. For seven years I have taught in an independent school. The school is operated by parents, teachers, and students who want education to be based on a biblical view of life.

In order to develop a curriculum that expresses a biblical view of life I constantly raise questions about the curriculum set by the province. What is the view of man, of society, of the world presented in the 1981 Alberta Social Studies Curriculum? Is there room in this curriculum for multiple views of reality? How do I, as a teacher, interpret the required curriculum in my classes?

Provincial Context

In the years following the Downey Report, many actions were taken by people in the Department of Education and in the provincial government. There appeared to be a need to deal with the problems which the assessment of the social studies in Alberta had discovered.

In 1976, the Department of Education enlisted the support of

teachers throughout the province to develop resource units for each grade level. These units were intended to provide Canadian content resources available for teachers.

In 1976, the provincial government became more involved in education by appointing the Curriculum Policies Board. Its members formed an advisory body to the Minister of Education on matters relating to procedures and programs in curriculum.

In February, 1977, the provincial government announced the Alberta Heritage Resources Project. The project involved the allotment of $8.3 million for the development of resource materials for Alberta schools. These materials were intended primarily for social studies. For example, each grade level would receive a complete, pre-packaged unit (Kanata Kit) designed to fulfill the prescribed topics of the new curriculum. The Kanata Kit portion of the Heritage Learning Resources Project subsumed the Canadian content units begun in 1976.

In the fall of 1977, the Curriculum Policies Board was given a discussion paper entitled, Alberta Education and Diploma Requirements (The Harder Report). The Board's discussion of this document developed into legislation which stated the goals of education and the goals of schooling. This legislation was passed by the provincial legislature in May, 1978.

In 1978, I piloted the first edition of the Grade 12 Kanata Kit. At that time it was called, Power, Money, and Meaning. When I received the final edition one year later, it was fundamentally different

from the edition I had piloted. I began to wonder about the process of curriculum development. What had happened between the pilot and final editions? Who had made the decisions about changes? On what basis had these decisions been made? Would I be able to use this revised unit?

Subsequent development of resources in Alberta for social studies have included teaching units for each grade level for the prescribed topics not covered by the Kanata Kits. A teacher can now meet the objectives of the prescribed topics for a particular grade by using one or two Kanata Kits and one or two teaching units. All resources and activities required for a topic are provided in these units.

The resource shortage discovered by the Downey Report has been removed. There is a new curriculum. There are resources available to implement its objectives. A teacher needs only to install the kits and units in his classes and he will have fulfilled the curriculum's requirements. However, one thing has been left unrecognized. What role do a teacher's own views play while teaching in Alberta with its particular curriculum and its suggested resources?

Educational Context

On paper the 1981 Alberta Social Studies Curriculum is an outline of goals, objectives, topics, and methods. Suggested activities and readings are contained in the Kanata Kits and the Teaching Units. Prescribed and recommended resources are listed for each topic and

each grade. But, whose views are included in this curriculum and its resources? Whose views are excluded?

Underlying the curriculum and the resource materials are various beliefs, assumptions, and priorities which make up the conception of the program. The developers' views of man, of society, and of the world form the basis of the curriculum (Werner and Aoki, 1979).

A teacher comes to a curriculum with his own interests, beliefs, and views of man, of society, and of the world. This frame of reference influences his interpretation of a particular program. The choices he makes about materials, methods, and articles which he will use in particular teaching/learning situations develop out of his own views. In teaching there is an interaction of perspectives; the developer's, the teacher's, and the student's. The particular focus of this study is on the interaction between a teacher's views and a developer's views embodied in a curriculum. Werner (1977, p. 198) expresses it in this manner,

> As a teacher comes to a social studies program..., his interpretation of its perspective will depend in part upon the program itself and in part upon the teacher's outlook on social studies and on man, his intents and motives, and his immediate situation in terms of a particular class to teach.

Before a teacher sees a curriculum, developers have selected goals and resource materials. Through these goals and resource materials they, consciously or unconsciously, determine, in part, the

perspectives and methods through which teachers and students will see the world (Werner and Aoki, 1979).

Recent studies about social studies teaching emphasize the central role of the teacher in the education of students. Shaver, Davis, and Helburne (1979, p. 6) state that

> the teacher's beliefs about schooling, his or her knowledge of the subject area and of available materials and techniques, how he or she decides to put these together for the classroom--out of that process of reflection and personal inclination comes the day-to-day classroom experiences of students.

Educators need to know more about the ways in which a teacher's own views influence his choices of resource materials. Such knowledge will hopefully enable us to come to a fuller understanding of the actions of individual teachers as they implement curriculum and make decisions about resource materials in their classrooms.

Furthermore, whatever happens in the classroom has ramifications for society. A social studies curriculum suggests a specific societal reality. It thereby addresses, consciously or unconsciously, whether the extant societal organization is adequate or just. Berlak (1977, p. 34) argues that

> virtually all the daily activities of the teachers, including their choices of what and how to teach, reveal their resolutions to the dilemma of maintaining a society as it is or devoted to a new future.

Statement of the Problem

The focus of this study is the manner in which a teacher's ideology influences his interpretation of a social studies curriculum, in particular, his selection of resources for class.

The following questions are derived from the problem statement:

1. What are the views of teachers about choosing resources?
2. What are the views of teachers about a particular curriculum?
3. How does a teacher's view of the world influence his interpretation of a curriculum?
4. How does a teacher's ideology influence his selection of resource materials?

Organization of the Thesis

Chapter I provides a brief introduction to the study and justifies the importance of understanding the world of the social studies teacher.

The need for this study has been rooted in personal, provincial, and educational contexts. The problem of the study has been stated and expressed in four questions.

Chapter II includes a review of literature about ideology and education, in general, and ideology and social studies, in particular. The chapter outlines the resurgence of interest in ideology.

An increasing number of educators express a concern about the importance of examining the role of ideology in social studies education. Issues such as the underlying assumptions of textbooks, the

role of teachers in supporting or criticizing the status quo, and the assumptions of curriculum developers are receiving prominence in education journals. This chapter also gives a brief review of literature about curriculum interpretation, about teachers' thoughts, judgments, and decisions, and about political education.

Chapter III reviews several articles which address the need for a different approach to research in social studies education. This chapter states that because of the frustration with existing approaches, research in social studies should emphasize the role of the teacher.

Chapter IV outlines the research methodology. This chapter discusses why a qualitative approach was used in this study. Interviewing procedures and problems are explained.

Chapter V describes the interpretive framework of the study. Emphasis is placed on recognizing the interview as a dialogue between two people. Each transcript is viewed as a text of a teacher's account of his situation. In interpreting these texts, a researcher needs to allow the meaning of the text to speak. This chapter gives an account of the process of interpretation that forms the basis for this study.

Chapter VI presents a picture of the world of the social studies teacher derived from the interpretation of the six interviews. Teachers' views are described under five headings:

1. View of resources
2. View of colleagues
3. View of the teaching task

4. View of students
5. View of the world.

Chapter VII analyzes the teachers' views of resource selection in terms of ideological selection. The analysis is done in terms of two perspectives. First, teachers' views of resource selection are influenced by the ideology which they bring to a particular curriculum. Second, teachers' views of resource selection are influenced by the ideology which is present in a curriculum.

Chapter VIII suggests that the interpretation of these interviews supports a reconceptualization of the way in which a teacher's role in the selection of resources is portrayed. Teachers are actively involved in choosing resources. However, teachers see this role in different ways.

Chapter IX examines the influence of ideology in the world of the social studies teacher, particularly in relation to the selection of resources. The chapter ends with the conclusions and the recommendations of the study.

The appendices include a copy of the questions used in the interviews and complete transcripts of the interviews.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Ideology

In the late 1950's and early 1960's the prevalent notion in North America was that ideology had lost its former importance. Western society had developed a modern stable political, economic, and social system which no longer needed ideological support (Bell, 1960).

However, an examination of literature in education published during the last decade indicates that ideological issues are becoming more central to educational discussions. Bernier and Williams (1973); Pratte (1977); Grace (1978); Apple (1979); Sharp (1980); and Nelson (1981) are examples of the renewed interest in an examination of the role of ideology in education in general, and in curriculum in particular.

At the outset, recognition has to be given to the fact that, while there is increasing emphasis on ideology, there is no apparent agreement as to a common definition of the term that could be used by researchers in education. Perhaps this lack of agreement is an indication of the ideological basis of research itself. As Popkewitz (1978, p. 35) states, "rather than being aloof and detached, engagement in research affirms social values, beliefs, and hopes." This study does not escape certain ideological constraints. However, I hope that, by taking a self-reflective and critical stance, a discussion

of various explanations of ideology and education can lead to a further elucidation of the role of ideology in the curriculum interpretive acts of the teacher.

The following examples illustrate the variety in the usage of the term ideology.

> Ideology refers to an integrated pattern of ideas, system of beliefs, or group consciousness which characterizes a social group. Such a pattern may include doctrines, ideals, slogans, symbols, and directions for social and political action. Ideologies also include objectives, demands, judgments, norms and justifications, and in this sense they are value-impregnated systems of thought which may be perceived as sacred. (Bernier and Williams, 1973, p. 27)

> A particular ideology is not just a cluster of beliefs.... remote from the facts of the social order. It is an expression of chosen elements and factors among these facts; but it is something more, namely a powerful force that has shaped those facts and seeks to shape them in the future in some particular way. (Pratte, 1977, p. 48)

> Ideology...
> (i) contains a theoretical base consisting of metaphysical, epistemological, and axiological beliefs;
> (ii) is implemented with some more or less definite elements of what is to be the proper or correct interpretation of the belief system;
> (iii) has a limiting class of situations to which it applies. It is not universally valid;
> (iv) contains sizeable data components of fact and observations that represent empirical premises within it;
> (v) offers more or less definite thought-to-be desirable results; a justification for its adoption. (Pratte, 1977, p. 49-51)

> Ideology... is understood to be a system of ideas and beliefs, whose function is to legitimate and render 'natural' the domination of the bourgeoisie. (Grace, 1978, p. 4)

> Ideology refers to a system of beliefs, ideas, and fundamental commitments about social reality. Three features are crucial:
> (i) Legitimation- justification of group action and its social acceptance;
> (ii) Power conflict- ideology forms the basis of people holding or seeking power;
> (iii) Style of argument- special rhetoric used in ideological argumentation.
> (Apple, 1979, p. 21-22)

> The concept of ideology refers not to abstract systems of thought, institutionally recognized as such... but as something much broader.... A socially defined way of thinking and acting, a set of conventions and assumptions which make meaning possible... and having a material reality and material force.
> (Sharp, 1980, p. 96)

> Ideology is a set of beliefs which includes:
> (i) moral, ethical, and normative views of human endeavors, including social, economic, and educational relationships;
> (ii) a rationalization of group interests;
> (iii) an essential position or argument from which significant attitudes and actions are derived;
> (iv) implied theories of human nature and cause and effect.
> (Nelson, 1981, p. 3)

Each of these explanations and accompanying explications of ideology contributes to a broader understanding of the role of ideology in education and in the lives of teachers. Bernier and Williams provide an overview of American ideological emphases and discuss their educational implications. They examine the nature of ideology and

focus on various ideological strands: scientism, romanticism, puritanism, nationalism, progressivism, and educationism. Each of these is considered part of the "eclectic belief system labelled Americanism."

Their discussion provides a valuable overview of each of the strands within American education. Bernier and Williams urge that teachers guard against ideological excesses such as considering their own ideology to be superior to all others. They argue support for ideological pluralism and that "all ideologies including one's own... be viewed critically" (p. 58). In view of their cautions, it is ironic that they do not recognize that "the eclectic beliefs labelled Americanism" indicates their own ideological framework.

The analytical work of Pratte (1977) is beneficial for obtaining a conceptual understanding of ideology. He emphasizes the importance of realizing that ideology involves linking beliefs to actions. He illustrates this link when he states that,

> ideology's work is not so much to tell us how things happen in the world; its purpose is to help us decide what to believe in, what do about it, and how to go about doing it. (p. 10)

Pratte's explanation of the various aspects of ideology are helpful for analyzing a particular ideology and reaching an intellectual understanding of the ways in which that particular ideology functions and gives meaning and direction to people's lives. He states that an ideology is most appropriately evaluated in terms of its overall adequacy and by the nature of its justification. Overall adequacy is

examined on the basis of two criteria: (i) establishes solidarity for large numbers of people of different classes, ethnic groups, and stages of development; (ii) establishes identity for individuals, a sense of belongingness. The justification of an ideology can be accomplished by showing it to be rationally defensible. For example,

> it withstands attempts to reject it on the grounds that its theoretical core beliefs, interpretation, empirical base, the limiting class of situations to which it applies, and the results intended are in some way acceptable. (p. 66)

Teachers, Ideology and Control (Grace, 1978) provides an exploration of ideology as praxis. Grace examines teachers of the urban working class in relation to a notion of ideological conflict in education. Drawing upon both historical and contemporary research in Britain, Grace suggests that the present urban school is the focus of an ideological struggle among various interest groups. He delineates six different ideological positions: conservatism, liberal pragmatism, liberal romanticism, liberal social democracy, radicalism, and marxism (p. 54-61). These positions have varying views on wider social, political, and economic issues which affect their view of schooling.

Persons of conservative persuasion think that schools reveal examples of societal breakdown which threaten the very existence of society. In their view schools need to have a renewed emphasis on order and discipline, strong leadership and a return to standards.

Liberal pragmatists argue that the problems facing schools center around their day-to-day operation and in the low expectations of teachers for the behavior and achievements of students. This view emphasizes better management and improved pedagogy as the means of changing schools (Grace, p. 55).

Liberal romanticists consider the problems of the school to be present in alienation among school persons, in student resistances to school, and in continuing examples of under-achievement. Their solution calls for a more progressive and relevant curriculum and a pedagogy that meets the needs of each student.

A more political view comes to expression in liberal social democracy. This ideology holds that schools should be used to counteract the inequalities which exist in the social and political structure. Adherents of this view argue that through positive discrimination in favour of deprived areas and through the creation of community schools and community curricula the problems facing schools will be reduced.

Radicalism sees the crisis in the schools as a result of the cultural and personal domination present in the schools and expressed in examples of student resistances. This domination can be removed if the schools themselves cease to be custodial and authoritarian. In this view schools should be democratized in the full sense of the word. Education should become 'the practise of freedom.'

Marxism explicitly states that the school exists in order to

reproduce the existing social relations of the capitalist system. Teachers are seen as victims of a false consciousness derived from the ideology of professionalism. In this view schools need to develop a sense of solidarity between students and teachers in order to create a common political consciousness.

Grace's explanation of these ideological positions can be beneficial for understanding how teachers view their task as educators and how they view the child, the school, and the society.

Ideology and Curriculum (Apple, 1979) is particularly helpful for this study because of the kinds of issues it makes problematic and the questions it raises. Apple suggests that research should raise the following questions if it is to uncover the ideological basis of school knowledge:

> Whose knowledge is in the curriculum?
>
> Why is it being taught to this particular group, in this particular way?
>
> Whose cultural capital, both overt and covert, is placed within the school curriculum?
>
> Whose vision of economic, racial, and sexual reality provides the direction in the curriculum?
>
> Whose principles of social justice, of economic reality are embedded in the content of schoolings? (p. 155-157)

Apple suggests that by raising these questions the ensuing discussion should bring to light the ideological content of school knowledge. Such a discussion will make clear the often hidden, underlying

assumptions in a curriculum and in a teacher's selection of content. Such a discussion may also result in a

> more concrete appraisal of the linkages between economic and political power and the knowledge made available (and not made available) to students. (p. 7)

In Knowledge, Ideology and the Politics of Schooling Sharp (1980) asserts that the Marxist concept of ideology is broader than an abstract system of thought. Ideology is grounded in the way individuals live their lives. It is

> ... a socially defined way of thinking and acting... having a material reality. (p. 95-96)

> Furthermore, the practical ideologies within which people live their everyday lives occur within specific relations of domination and subordination. (p. 101)

For Sharp, people's ideologies are directed and modified by the existing distribution of power in their society. She states that a crucial accompanying concept to ideology is hegemony,

> a set of assumptions, theories, practical activities, a world view through which the ruling class exerts its dominance. (p. 102)

This dominance is successful when people no longer question things as they are, and when people come to live their lives within the ideological limits set by the ruling class.

Sharp also clarifies the place of the human subject, the individual, within ideology. She rejects the notion that a human subject has a

> concept of his/her essence, with thoughts, emotions, purposes, who categorizes himself and the world, and who sees his own essence as the source of his activity and projects it as the centre of his symbolic universe. (p. 106)

Instead of this liberal view of the individual, Sharp (p. 106) asserts that human consciousness and the subjectivity of the individual should be seen as the effect, rather than the source, of the ideology. Ideology should be understood as being a level of the social formation and not the sum total of individual consciousness.

Apple's (1979, p. 20-21) explanation of the two traditions in ideology are helpful for concluding this discussion. First, in the tradition of Durkheim and Parsons, there is "strain theory." This view of ideology argues that ideology's most important function is to provide meaning in problematic situations. In this theory the individual is the source of the ideology. Ideology is formed by and in individual consciousness which, in turn, shapes society. Bernier and Williams (1973), Pratte (1977), and Popp (1980) write in this tradition.

Second, "interest theory," in the marxist tradition, argues that ideology's primary role is the justification of vested interests of existing or contending political, economic, or other groups. Ideology is seen as a form of false consciousness which distorts one's picture of reality and serves the vested interests of the dominant classes. In this view, an individual's consciousness is seen as the effect of the ideology. Grace, Apple, Anyon, and Sharp write in this tradition.

The point being made in this study is that understanding both

positions is necessary to fully understand the relationship between ideology and the world of the social studies teacher. Nelson's (1981, p. 3) definition and analysis provides a way to combine both traditions. He defines ideology as a set of beliefs which includes:

1. moral, ethical, and normative views of major human endeavors, including social, economic, and educational relationships.
2. a rationalization of group interests;
3. an essential position from which significant attitudes and actions are derived;
4. implied theories of human nature.

Ideology and the Social Studies

Literature relevant for an examination of ideology and social studies is found in the writings of Popkewitz (1977); Giroux (1979); Anyon (1979a, 1979b); Hodgetts (1968); Pratt (1975); Werner et al (1977); Osborne (1980); and Nelson (1981).

Popkewitz intended to "stimulate dialogue about the assumptions by which educational work proceeds" (p. 42). In his article titled "The Latent Values of the Discipline-Centered Curriculum" (1977), he makes a number of points relevant to this study. Because social studies curricula draw some of their materials from the social science disciplines, asking what particular view forms the dominant direction in the materials being used from a particular discipline is important.

Each of the social sciences has developed various ways of examining, man, society, and the world. These examinations have

resulted in a variety of views about man, about how he lives, and about his place in the scheme of the universe. All of these views are humanly constructed meanings which do not necessarily complement one another. Educators, therefore, have to give

> serious attention to the conflicting views of the world these crafts generate, the social location, and the social contexts of inquiry.
> (Popkewitz, p. 58)

As curriculum developers write units they need to be aware of the problems presented by each of the social sciences so that recognition can be made of the limitations of the knowledge presented as 'truth' by that particular discipline.

This study asserts that it is important to discover whether teachers recognize the different views emanating from the social science disciplines. Do teachers distinguish between the different world views and views of man implied by, for example, gestalt psychology and behaviorist psychology? Or between liberalism and fascism?

Popkewitz also makes several crucial criticisms of the use of the inquiry method in social studies. Drawing on the ideas of Kaplan (1964) he argues that curriculum writers have accepted the logical reconstructions of the findings of science as a model of what scientists actually do. They assume that finding truth in the physical sciences consists of following the logical, deductive steps as reported in research manuals. This method has now been adopted into the social

sciences in order to search for truths about man and about society (p. 43-46). Second, using the inquiry model in social studies classes can lead to abstraction. Each dimension studied can come to be viewed as a distinct and technical problem. A belief may grow that solutions to problems can be found by using the clear, logical steps of the inquiry method. This process removes interests, commitments, and conflicts and may place learning outside of the personal experiences of the students (p. 51-52).

Giroux (1979, p. 268-269) develops a similar position when he argues that in accepting the logic of scientific methodology, with its interest in explanation, prediction, and technical control, the social studies has reduced and gradually eliminated the practise of hermeneutic principles as a way of learning. A methodology such as the inquiry method removes

> questions concerning the social construction of knowledge, and the constitutive interests behind the selection, organization, and evaluation of facts....

Furthermore, such a process considers information from the subjective world of intuition, insight, philosophy, and revelation to be irrelevant or at best, a deviation from standard procedure (1981 Alberta Social Studies Curriculum, p. 7).

Giroux (p. 273) emphasizes that classroom pedagogy is related to social and political factors outside of the classroom. Three of these factors are:

1. the dominant societal rationality and its effect on curriculum thought and practise;

2. the system of attitudes and values that govern how teachers select, organize, and evaluate knowledge and classroom social relationships;

3. the way students perceive their classroom experiences and how they act on those perceptions.

This study emphasizes the second factor as I attempt to discover the attitudes and values which influence a teacher's selection of resources for class. The manner in which teachers select their resources might indicate whether they are interested in emancipation or domination. Giroux (p. 279) expresses it this way when he argues that classroom knowledge can be

> critically used and analyzed in order to break through mystifications and modes of false reasoning. Or it can be used unreflectively to legitimize specific sociopolitical interests by appearing to be value free and beyond criticism.

So that classroom teachers can develop and practise self-reflection in order to increase their own and students' understanding, questions that Giroux (p. 283-284) suggests are helpful for this study. These questions include:

1. What counts as social studies knowledge?

2. How is this knowledge produced and legitimized?

3. Whose interests does this knowledge serve?

4. Who has access to this knowledge?

5. How is this knowledge distributed and reproduced in the classroom?

6. What are the contradictions that exist between the ideology embodied in existing forms of social studies knowledge and the objective social reality?

This study seeks to elucidate how teachers select materials for class and attempt to determine whether such selections are unproblematic and value-free. Do teachers promote one particular view in the selections they make? For example, do they promote an uncritical acceptance of the status quo? Or, do they promote an uncritical rejection of the status quo?

Anyon (1979a) raises fundamental questions about social studies knowledge used in classrooms and contained in textbooks. She distills several major themes found in United States social studies programs into seven key words: Individual, Freedom, Opportunity, America, Democracy, Industry, and Progress. She argues that:

> these words--and the curriculum organizing principles they represent--can best be understood as ideological representations and legitimations of political, juridical, and economic relationships of power and resource in the United States. The prerequisites inherent in these relationships constrain what will 'count' as social studies curriculum selections of fact, concept, and value. (p. 54)

To what extent do teachers incorporate and/or modify the themes presented in the curriculum as prescribed topics and as fact? What types of interpretations about political systems do teachers make in adopting a particular curriculum for their classes? These questions

can be answered, in part at least, with an examination of a teacher's underlying assumptions. If teachers are in ideological agreement with a curriculum, they may teach it as fact and will not indicate to the students that these ideas are someone's beliefs about what is true. Furthermore, if teachers consider themselves to be subject to the absolute authority of a government, they may teach a curriculum as fact even though they might personally disagree with its contents.

In another article, Anyon (1979b, p. 364) examined the content of seventeen widely used United States history textbooks in terms of their treatment of the "economic and labor union developments during the period of rapid industrialization and social change from 1865-1917." She argues that many of the historical selections included in the textbooks favor the interests of the wealthy and powerful. Historical interpretations present in these textbooks

> provide ideological justification for the activities and prerogatives of these groups and do not legitimize points of view and priorities of groups that compete with these established interests for social acceptance and support. (p. 379)

Four pertinent studies of history and social studies teaching in Canada include Hodgetts (1968); Pratt (1975); Werner et al (1977); and Osborne (1980).

In a study of civic education in Canada, Hodgetts (p. 11) asserts that there has been

> too much concern with consensus. The conflicts within our society have been swept under

> the clasroom desk and grayed out of textbooks. We have been unfavourably surprised by the number of teachers and administrators who continue to believe that the answers to all our social studies problems can be found in a definitive Canadian history textbook that emphasizes our common achievements and eliminates controversy.

Hodgetts' statement is especially remarkable considering the different views of history accepted by the English- and by the French-speaking Canadians. Emphasizing consensus and avoiding conflicting opinions, Canadian history in the school neglects three vital sources of controversy which would enliven teaching and learning. These are:

1. the natural differences of opinion and conflict that existed in the past;
2. the re-interpretations of the past by successive historians; and,
3. the subjective element in historical writing which produces opposing viewpoints. (p. 26)

Pratt (1975, p. 102) examined the attitudes expressed in textbooks toward questions of social and political diversity, cultural conflict, and cultural pluralism. His study shows that Canadian school textbooks do not represent or support a culturally pluralistic model of society. In fact, they support the opposite, a consensus and non-controversial view of society (p. 117, 120). He suggests three reasons why this view is portrayed in textbooks. The fact that school book authors themselves represent a narrow segment of the population; that official authorization committees may not accept textbooks

which express divergent opinions; and the nature of the textbook itself all combine to result in a conventional view of history and society (p. 120-121). In contrast to Hodgetts, Pratt did see some beginning signs of change in the writing of Canadian history and the development of curriculum.

A more recent study of Canadian social studies curricula found that "most school programs (content and activities) do not reflect the diversity and relative numerical strength of various cultures across Canada" (Werner, Connors, Aoki, and Dahlie, 1977, p. 7). This study also supports the earlier finding of Hodgetts that most social studies curricula exhibited an overwhelmingly monocultural orientation. Minorities are interpreted in terms of the goals, values, and history of the dominant group.

Hardworking, Temperate and Peaceable--The Portrayal of Workers in Canadian History Textbooks (Osborne, 1980) further supports the argument that history textbooks contain a limiting view of Canadian history and society. In a study of twenty-nine history textbooks (published between 1886 and 1979), Osborne (p. 73) concluded that the textbooks:

1. say very little about working Canadians;
2. have been little touched by the findings of the new social history;
3. transmit a very clear and consistent moral message, emphasizing the values of perseverance and determination, hard work, moderation and restraint, and

cheerfulness;

4. are visually more attractive today, contain more social history and moralize less overtly;

5. contain marked continuities, i.e. topics and themes have changed very little; and,

6. minimize social conflict.

Teachers may or may not be aware of the underlying assumptions of a curriculum and its prescribed textbooks. In Alberta, the implementation of a new social studies curriculum provides an opportunity for educators to raise some basic questions so that teachers can come to a fuller understanding of the assumptions which underlie textbooks and curriculum materials.

One further point needs attention. The dominant theory of functionalism has been very influential in the formation of social studies knowledge and in the definitions of schooling in general. Nelson (1981, p. 9) lists the following basic concepts of functionalism:

1. there is an order to society;

2. each social system must account for biological, economic, and psychological needs of its members;

3. each society has a set of common core values and norms of behavior;

4. mechanisms of socialization and social control must be successful to limit deviance and encourage social motivations of individuals; and

5. social institutions are functionally related to each other in an integrated society.

According to this theory, the function of the school is to fit the individual to society. The school prepares students by developing their competencies of reading, speaking, and writing. Competency development appears to be the emphasis in the goals of education and the goals of schooling adopted and passed into law by the Alberta government in 1978. The goals of education are those held in common by all people throughout society. However, the goals of schooling have a narrow, functional focus and are specifically intended for schools. This view is clearly illustrated in the Harder Report (1977) which states that schools should:

> develop basic knowledge and skills in social studies and an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national, and international levels. (p. 8)

Functionalism, as expressed by the Harder Report, tends to promote the acceptance of social relationships and institutions as they presently exist. It tends not to encourage questions about whether these relationships or institutions are the best ones, nor does it foster probing the root causes of any problems in the present system. Changes in the status quo are seen as

> something which interferes with (the) functioning of the social order.... A serious critique of schooling or a student protest may be neutralized by classifying it as dysfunctional. Actions which support the social order are functional; opposing actions are classified as dysfunctional. (Nelson, p. 10-11)

The direction revealed by the Alberta government's goals of

schooling seem to fit the basic concepts of functionalism. Because of the push to go "back to the basics" there is a renewed emphasis on providing the basic skills of reading, writing, and participating. Second, in January, 1983, the government instituted comprehensive examinations which will test student literacy and computation skills.

Such examples show the necessity of examining a curriculum carefully to discover its underlying assumptions. This study examines whether a teacher is aware of these assumptions and how these assumptions might influence his interpretation of a curriculum.

Curriculum Implementation

In an extensive review of research on implementation, Fullan and Pomfret (1977) found that implementation studies have one of two orientations. The predominant orientation, the fidelity perspective, attempts to discover the degree to which actual use corresponds to intended use. A teacher is seen as someone who puts into practice someone's design. A second orientation, the mutual adaptation perspective, examines how an innovation has developed or changed in the process of implementation. This view recognizes teachers as co-deciders and co-planners who modulate a curriculum in terms of their own situation.

Aoki (1980) urges a shift in thinking about implementation. The dominant mode views implementation as "instrumental action" in which a curriculum is a "commodity to be dispensed by teachers and consumed by students." An alternate mode, implementation as

"practical action," views the curriculum as "an object to be interpreted, and critically reflected upon in an on-going transformation of curriculum and self."

In both of the above sources there is an indication of change in the manner in which a teacher's role is portrayed. The teacher is viewed as a person who "acts with and upon a curriculum as he reflects upon his own assumptions underlying actions" (Aoki, p. 16).

Two recent provincial implementation guidelines also have this new emphasis. In an explanation of the requirements for planning implementation Werner (1980, p. 36) includes the following principle:

> successful implementation requires adaptation of the change to the local context, including staff experience, needs, interests, time, and resources. Implementation requires staff involvement in decision-making about the curriculum.

Fullan (1981, p. 28) states that

> implementation will occur to the extent that <u>each and every teacher</u> has the opportunity to work out the meaning of implementation in practise.... it is essential that the process permit and encourage the involvement of every teacher. (emphasis in original)

This study considers the new emphasis on the role of the teacher as crucial to discovering how teachers interpret curricula for their classes. This study views teachers as professionals whose views interact with the views in a curriculum as they adapt that curriculum for their own situation.

Connelly and Ben-Peretz (1980, p. 95) stress that teachers do

not implement programs neutrally. Instead, they adapt, translate, and modify a specific curriculum for their own classrooms. A teacher is seen as an active partner in curriculum development who makes his own decisions vis a vis a particular curriculum. Connelly (1972, p. 164) describes the relationship between curriculum developer and teacher in this manner:

> The strength and major contribution of a developer are that he works with and can translate involved ideas into a form useful for teachers and students. However, the developer cannot imagine, let alone account for, the full range of teaching situations that arise. It is here that the teacher's experience and wisdom enter into curriculum planning in a way that cannot adequately be replaced. The characteristics and needs of the actual classroom situation are the first and final factors determining what should be done in the classroom. The teacher is inescapably the arbitrator between the demands of curriculum materials and of the instructional situation. Only rarely will arbitration lead to a settlement exclusively favoring the developers' intentions.

This study assumes that teachers adapt a curriculum in the process of developing a practical plan of action for their particular situation.

Teacher's Thoughts, Judgments and Decisions

In a review of literature, Shavelson and Stern (1981) discuss extant research on antecedent conditions, teachers' characteristics, teachers' cognitive processes, instructional planning and interactive teaching. Drawing upon several studies, the authors indicate that teachers are active persons who choose from a variety of instructional

techniques in the process of educating students. In order to make these choices teachers need to

> integrate a large amount of information about students from a variety of sources. And this information must somehow be combined with their own beliefs and goals, the nature of the instructional task, the constraints of the situation... (p. 472)

Individual differences in the beliefs and goals of teachers form the focus of this study.

Shavelson and Stern also note the emphasis given in recent studies on teacher planning. They indicate that teachers are concerned with subject matter in planning classroom instruction. However, their concern is more with the selection of content for the purpose of building tasks and less with the structure of the subject matter. The selection of materials and the subsequent activities established the "problem-frame"--the boundaries within which decision making will be carried on (p. 479).

It is important to examine the relationship that might exist between a teacher's ideological framework and his selection of materials for class. It is important to examine the interaction between one aspect of the organizational context--available resources such as textbooks, articles, and films--and a teacher's own views. This importance is intensified if Clark and Yinger's findings (1979, p. 176) can be further substantiated. On the basis of teacher planning studies they suggest that teachers tend to limit their search for ideas

to resources that are immediately available.

In discussing teacher planning, it is also necessary to examine the extent to which teachers control or influence the content being taught. Schwille et al (1980) argue that teachers are policy-makers in their own right. Decisions are made daily about content used in the classrooms. Textbook and article selections are made on the basis of the teacher's view of his role and position. These selections are made within constraints such as government requirements, school board policies, community acceptability, specific school policy and a teacher's own background. Schwille et al (p. 28-30) suggest that, instead of looking at what teachers do from the top down, studying what teachers do from the bottom up gives more credence to the fact that teachers make autonomous decisions. Viewing teachers as policy-makers recognizes that teachers have

> enough discretion to be influenced by their own beliefs of what schooling ought to be. But at the same time teachers will follow (or be constrained to follow) certain external pressures from without.

Political Education

Crick and Heater (1977) and Patrick (1977) have written in the area of political education. In an extensive essay and review of literature, Patrick (1977) discusses the scope of political education and socialization in American schools. He offers some valuable ideas for this study. For example, he states:

> the surest way to determine the values of curriculum developers in political education is to examine their instructional objectives and practices in terms of 1. knowledge, 2. intellectual skills, 3. participation skills, and 4. attitudes. (p. 193)

A program which emphasizes the recall of many details about government institutions shows very different values from a program which stresses the analysis of these institutions and the evaluation of political decisions made by people in these institutions. A program's objectives, activities, and content will reveal whether it is "geared to keep society as it is" or whether it enables "the initiation and management of needed social change" (p. 193).

Patrick asserts that most American political educators wish to develop democratic political orientations. However, there are two distinguishable approaches to that goal. Some educators highlight the importance of conformity to majority rule, single-minded loyalty, and law and order. In contrast, others emphasize critical thinking, open-mindedness, and freedom of speech and thought (p. 195-196).

Initial impressions about the Alberta social studies curriculum suggest that critical thinking and open-mindedness is emphasized. The inquiry method encourages questions, research, and the evaluation of events and actions. However, experiences with the prescribed resources and with the curriculum development process of support materials indicate that conformity and loyalty are emphasized. In this study an attempt is made to discover whether a teacher's own

views restrict or broaden the points of view made available in the classroom.

Several authors point out shortcomings in political education. Crick and Heater (1977, p. 19) assert that many books used for political education lack:

1. realistic accounts of how governments work and (avoid) a critical discussion of political ideas;

2. an explanation of what people say should be done and how--the moral assumptions and preconceptions that people carry, necessarily, but usually unrecognized, into practical activities.

Patrick (p. 203) concluded that critical reviews and content analysis of textbooks and teachers' guides reveal that:

1. loyalty, duty, order, and obedience seem to be highlighted rather than ideas about how the political system works, how different individuals and groups might derive benefits from it, and how it might be improved;

2. instead of teaching students to cope with controversy and conflict surrounding public issues, the textbooks tended to tell students what to believe and how to behave;

3. textbooks have presented ethical-legal norms as actual political behavior; thereby confusing what ought to be with what is.

These shortcomings suggest the need for this study first, to discover whether teachers are aware of the views in textbooks and in curricula; second, to find out how these views are interpreted in terms of a teacher's own views on the topic or issue being discussed;

and third, to answer the question, do teachers perceive that the curriculum materials present realistic accounts of our political system?

CHAPTER III

APPROACHES TO RESEARCH IN SOCIAL STUDIES

In a review of research in social studies, Shaver and Larkins (1973, p. 1244-1249) directed their efforts toward "the lack of continuity and a failure to attack broad and fundamental problems in research on teaching social studies." Problems in the field include:

1. the lack of a clear conception of what is meant by 'social studies education';
2. the failure to deal with questions that have intellectual significance or are closely related to pressing human needs;
3. the lack of examples of research studies based on theory;
4. the selection of method and design of research.

Shaver and Larkins call for a "broader view" of research in social studies. They urge the consideration of research strategies that differ from the classical statistical approach.

VanManen (1975) argues that the dominant orientations of social theory show three systems of doing scientific research: 1. interpretive; 2. empirical-analytic; and 3. critical inquiry. Two of these three systems, interpretive and critical, can be considered to be examples of alternative research orientations that would bring a broader view to social studies research.

The interpretive orientation emphasizes examining the ways in

which people experience the social world. Its aim is to come to an understanding of aspects of the human world, in the sense of gaining insights into the processes and results of human activity (VanManen, p. 7). This orientation seeks to understand teaching as sensemaking in which a teacher interprets the meanings embodied in his own actions and in the actions of students. Part of this process occurs in the selection of resources for particular episodes in instructional situations.

Second, the critical orientation involves

> uncovering or making explicit, in the sense of bringing to consciousness the hidden underlying forces behind phenomena.

This orientation provides social studies

> with a fundamentally relevant connection to the practices, concerns, and problems of the conditions of ordinary social life. (p. 16)

This study attempts to increase our understanding of the teaching process, of the ways in which teachers develop their own ways of teaching. The study involves a search for knowledge which gets at the inside of teaching, at a deeper awareness of how a teacher is experientially and meaningfully involved in interpreting a curriculum. In order to accomplish this, the study attempts to employ both an interpretive and a critical orientation.

In an interpretive report of the National Science Foundation funded studies, Shaver, Davis, and Helburn (1979, p. 20) argue that their review of research confirms that research in social studies

1. is in disarray,

2. has a massive lack of cumulativeness, and

3. is unresponsive to the problems of classroom teachers.

In order to solve these problems, they suggest that there needs to be a renewed emphasis on the teacher as the key to experiences students have in social studies. They believe that

> teachers themselves should be more central figures in research on social studies educations--but not only as 'subjects.' More, carefully designed studies of teachers' beliefs, values, and expectations are needed as a basis for understanding what does and can happen in social studies classrooms. (p. 23)

Shaver (1977), Popkewitz (1978), and Clements (1981) have also emphasized the need to consider the assumptions underlying research in social studies teaching. Shaver (p. 97) calls for teachers to be involved in rationale building,

> a process of making clear and examining the beliefs of one's frame of reference--beliefs about what the world has been, is, will be, and should be like--that influence, consciously or not, his or her behavior as a teacher.

Popkewitz (1978) asserts that, because engagement in research affirms certain social values, beliefs and hopes, educational researchers need to adopt a reflective and critical stance when engaged in research in social studies education. Second, researchers should consider the social, political, and ethical implications of their inquiry and not define their research solely as a logical and psychological

task.

Clements (1981) encourages probing deeper into the problems facing social studies research. Because current applied research cannot deepen our understanding and awareness of society, social studies educators need to initiate basic research. Research is needed which probes the nature of social life and the assumptions people hold. He states,

> until we become aware of how society works as we teach, until we become aware of how society works as we do research, our efforts to study and to teach may be only cultural artifacts of social processes of which we may be entirely unaware. (p. 4)

He also states that we need to

> confront the illusions (of traditional applied research) and formulate critical accounts of how society works in social education and in the ways in which we study social education. (p. 7-8)

In recognition of the various criticisms of and concerns about research in social studies education, this study is designed to explore a crucial area of teaching. First, there is an emphasis on the role of the teacher in social studies. An attempt is made to interpret what teachers say they do in choosing resource materials. Second, there is an attempt to search for underlying assumptions in the actions of teachers. The study contains a descriptive analysis of what teachers say they do in interpreting a curriculum.

CHAPTER IV

RESEARCH METHODOLOGY

Methodology of the Study

In response to the call for a broader view of research, this study employs a research procedure which produces descriptive data based on people's own written or spoken words and observable behavior (Bogdan and Taylor, 1975). This research methodology is clearly qualitative.

Using teachers' spoken words in an interview situation, a descriptive analysis is made of the ways in which teachers report using resources in interpreting a particular curriculum. This method is similar to the "personal documents" approach described by Bogdan and Taylor. Personal documents are those materials in which people reveal in their own words, their view of their entire life, or part of it, or some other aspect of themselves.

Through open-ended interviews, Bogdan and Taylor (p. 7) state that it is possible to gain a more

> intimate view of organizations, relationships, and events from the perspective of one who has experienced them him- or herself, and who may have different premises about the world than we have.

Also, interviews enable me to understand a teacher in relation to his own situation and to examine how he is influenced by various social, political, religious, and economic currents. Because I am a social

studies teacher myself, I am able to identify and empathize with these teachers as they relate working with course issues which are quite familiar to me. This approach helps me to understand these teachers in their own frames of reference.

Bogdan and Taylor (p. 9) stress that the researcher needs to understand others for who and what they are and for how they see the world. In addition, they assert that it is important at the same time to remain detached from one's subjects and their perspectives and suspend one's own beliefs and predispositions.

The Interviews

Separate interviews were conducted with six senior secondary social studies teachers (Appendix A). The six were chosen from a list of teachers recommended by several prominent social studies educators. All six teachers teach Social Studies 30 in urban high schools having student populations between 650 and 2,000. Two of the teachers are from Separate high schools and four are from Public high schools.

The interviews were scheduled at a mutually agreeable time and location. My own schedule allowed me to be very flexible and responsive to each teacher's concerns. All teachers were assured anonymity. This assurance was made to reduce anxiety which may have been present in the teachers. Such assurance, combined with the fact that I was a colleague, encouraged a high degree of openness about their selection of resources.

The interview consists of open-ended questions in order to allow for a wide range of response and to encourage the expression of personal views. All teachers gave their consent and the interviews were taperecorded. This taperecording allowed me to pay full attention to the conversation and participate in the dialogue. It was also a more complete and reliable way to collect information.

In order to create an open atmosphere during the interview, I did not interrupt the teacher and showed a keen interest in what he was saying. Bogdan and Taylor (p. 112) argue that it is important for the interviewer to show his interest because

> a major part of the subject's motivation to enter into the project was his or her belief and your assurances that he or she had something important and interesting to say.

During the interviews I made a conscious effort to be non-evaluative by not making criticisms about the views being expressed by the teacher. Instead, I continually considered what was being said, and how it was being communicated, in order to come to a fuller understanding of each teacher/subject and to continue the open atmosphere of the interview.

Validity and Reliability

There are problems to be aware of in using an interview method. Duignan (1981, p. 292-295) lists four problems and suggests ways in which these can be minimized. His discussion of (1) the effects of the presence of the researchrr, (2) researcher bias, (3) reliability and

validity, and (4) generalizability have been adapted for this study in the following manner.

1. The effects of the presence of the researcher can be reduced by informing the interviewee of the purpose of the study, by allowing the interviewee to clarify his responses, by guaranteeing anonymity, and by encouraging an open atmosphere and asking non-threatening questions.

2. Researcher bias can be reduced by the interviewer making explicit his own particular orientation so that his readers can understand his conceptualization of the research.

3. Reliability and validity of the results in qualitative research apply differently than in quantitative research. In order to increase reliability in this study the interviews were taperecorded and transcribed. Subsequent discussions were held with each teacher to allow him to clarify his responses where necessary. Finally, I made a conscious attempt to remain objective during the interview and in the subsequent interpretation of the interview transcripts.

In order to increase validity, direct quotations are used to support any conclusions which have been drawn. Second, the transcripts have been included (Appendix B) so that the reader may read and interpret them himself. Third, I am in no position to influence the career of any of these teachers and have quoted them anonymously.

4. Generalizing from the results is not important in this study. I have made a description of the ideas of six teachers to illustrate the

ways in which these teachers choose resources as they interpret a curriculum. This study's benefits lie in the fact that the descriptions make available to the reader "answers derived from an interpretation of the behavior of others in similar situations" (Duignan, p. 295).

CHAPTER V

INTERPRETIVE FRAMEWORK

Interview as Text

Each of the interview transcripts is a text of the dialogue between myself and another social studies teacher. The interviews focussed on choosing resource materials for social studies classes. Our particular focus was Social Studies 30--a grade twelve course which examines the world's political and economic systems using an inquiry approach.

Each text is a description of a teacher's account of his situation. Each teacher responded in terms of his own frame of reference, his own experiences in teaching, and his own views of education. The responses of the teachers convey meanings. My task was to understand those meanings. Understanding can be gained by interpreting the texts. The texts of the interviews are included in Appendix B so that the reader can have access to the basis of my interpretations. Making interview transcripts available also enables the reader to criticize my interpretation in the process of constructing his own interpretation.

Hermeneutics is the area of study concerned with interpretation. It is an active process in which

> something foreign, strange, separated in time, space, or experience is made familiar, present, comprehensible; something requiring representation, explanation, or translation is somehow 'brought to understanding'.
> (Palmer, 1969, p. 14)

Interpreting the texts of the interviews must allow the meaning of the text to speak. This can be accomplished by listening both to what is spoken and to what is left unsaid but still present behind the words. Palmer (p. 236) argues that it is important to let the text lead the understanding. In that way the interpreter is not so much applying a method to the text as an observed object, but rather trying to adjust his own thinking to the text.

The resulting process of interpretation becomes a dialectical interaction between the views of the respondents and my horizon, leading to a change in my understanding of the subject. Palmer (p. 234) concludes his discussion by saying that this process

> does not mean a denial of the interpreter's horizon, nor does it mean making one's own horizon absolute, as is implicit in most analysis and method; it means a creative fusion of horizons.

The interpretation of the interviews is an attempt to understand what teachers say about resource materials in the light of the existing situation regarding those materials present in the curriculum and the schools. The discussion which constitutes the interpretation is a combination of direct quotes from the interviews and interpretive comments based on experience and relevant literature. In order to make such a discussion more meaningful, I will first explain the process I experienced during the interpretation of these interviews.

The Process of Interpretation

My interpretation of the interviews occurred in several stages.

First, the tape recordings of each interview were transcribed. Verbal conversations became printed words on paper. Subsequently, I listened to each tape while reading the typed script so that I could check for appropriate punctuation and correct any listening/typing errors.

Each transcript was sent to the teacher involved so that he could read a written record of our conversation. This procedure allowed each teacher to raise any questions he had about his responses to the issues discussed during the interview. All of the teachers confirmed that the transcripts represented a valid record of their own views.

Second, I examined each teacher's responses in terms of the questions raised in the interview. This examination enabled me to discover commonalities and differences among the six teachers and to reflect on my own responses to these questions. By means of this examination I was able to write a comparative description of the views of the six teachers.

However, during this stage I came to realize that the interviews contained much more than ideas about resource selection. This realization became the basis for a shift in thinking about the interviews.

Third, I began to read each of the interviews as a text of another teacher's account of the way in which he taught social studies. I realized that while selecting resources was important to me, these teachers were revealing more than how they selected resources. In answering my questions during the interview each teacher was describing not only his view of resource selection but also his views about

colleagues, about students, about teaching, and about the world.

I discovered that there was a world in each of the interview texts. There were common themes and common issues, but each teacher's world was different from the next one. Each text contained a uniqueness that could not be reduced to a series of statements such as "Teacher X's view of resource selection is ...."

Fourth, as a result of my own development, I then described and interpreted the interview texts in terms of teachers' views of resources, of their colleagues, of the teaching task, of students, and of the world. This examination developed into a descriptive interpretation of the world of the social studies teacher as written in Chapter Six.

CHAPTER VI

THE WORLD OF THE SOCIAL STUDIES TEACHER - AN INTERPRETIVE DESCRIPTION

Teachers' views will be considered under five headings. These headings are:

1. View of resources.
2. View of colleagues.
3. View of the teaching task.
4. View of students.
5. View of the world.

View of Resources

For all teachers in this study, choosing resources is an active on-going process. For each unit, and each topic, choices are being made by the teachers about appropriate materials for implementing the curriculum. The interviews reveal that teachers actively decide which resources are appropriate on the basis of their interpretation of the characteristics and needs of their particular situation.

Teacher A ...we add a lot of things where the manual does not go into depth.

Teacher C ...I may be a little negligent in not using the ... but I think my reasons are sound because I don't think the kids could handle it.

Teacher E I find that my materials are never infinitely repeatable. I'm constantly having to redo them all the time

> because things are constantly changing
> ...

Many of the choices made by teachers involve selections from a list of prescribed and/or recommended resources available from the Department of Education. The two main prescribed resources are standard textbooks which, alone, do not readily lend themselves to a social inquiry process. Among the newest recommended resources are two pre-packaged units developed to meet the requirements of the curriculum. For both of these units a teacher could teach the unit exactly as designed. However, the interviews indicate that teachers re-interpret each unit for their own situations and according to their own beliefs. This re-interpretation occurs in spite of the fact that all resource materials are provided with the units. Teacher A states:

> we add our own theoretical material ..., we follow it fairly closely, but we add a lot of things in places where the manual doesn't go into depth.

A number of common concerns emerge from the interviews. Nearly all teachers express the feeling that there is too much material to be covered in too short a time. This is especially stated by those who feel they need more time to teach an issue or event properly.

A second major concern revolves around the idea of balance. Most of the teachers express the feeling that their resources should be balanced; that is, they should present more than one view. The following quotes illustrate this quite clearly:

Teacher C We have a resource which prints paragraphs from various authors on a particular issue so the kids see there are different ways of looking at the issue.

Teacher D I try to get a broad range of opinion, something that will really create some debate, that will bring out fundamental differences between groups on issues.

Teacher C The curriculum demands that the kids see the course material from a number of different perspectives so a single book is not simply used as a single title. In that way ... the students see that there is a connection between learning and using several different books. In that way they do not get a strict interpretation from one particular author....

Most of the time, the teachers' concerns illustrate that they believe that there are two opposing positions to be considered on an issue. Teacher F states:

> I take into consideration viewpoints that give a balanced view of something. I try to balance opposing views ... with supporting views....

There seems to be some support for suggesting that when teachers express a need for balance they may be saying that materials need to include their own point of view. Teacher D states this most openly:

> I select my materials under my own political understandings and it's important for me to examine the prevailing view and alternative views to that.

The emphasis on balance also implies a recognition that there are a variety of views present in the world on a particular issue.

Furthermore, because of this variety, social studies teachers need to pick and choose their materials, to draw their resources from a wide range of sources, and to have these multiple resources available in a library or resource center.

Closely related to the concern for balance is the stress placed on an examination of bias in the resources. In their working with different sources, teachers emphasize that an analysis of the point of view and an examination of bias are vital for students' understanding of the issues. Students, teachers suggest, must come to understand the point of view of the resource under scrutiny.

Finally, some social studies teachers are concerned about the fact that appropriate resources are not always available. For Teacher C availability is related to money,

> schools are caught up with resource problems, you've only got so much money....

For Teacher A the crucial element is time constraints,

> partly there's a rush for time ... there's a whole lot of things there that you could use (but) you run out of time.

Teacher F relates availability of resources to a teacher's efforts outside of class. He states that there is

> ample opportunity to see both views if they take the time and the interest to buy more than one newspaper, subscribe to more than one magazine, listen to more than one newscast, watch various documentaries. I think the opportunity to get the viewpoints is there.

View of Colleagues

The interviews contain some striking references to the teachers' colleagues. Four out of the six teachers refer to interrelationships among colleagues as a crucial part of their pedagogy. Teacher B expresses the need to have the assistance of his colleagues for developing the economics portion of his social studies courses. He feels he receives assistance in materials such as book and film choices, and in the pacing of course content.

Teacher A makes two notable references to his colleagues. He mentions one colleague as a potential source of materials from a marxist perspective. Such material would enable him to give his students a wider range of viewpoints. A second reference occurs in the form of a comparison in content covered in a particular social studies course. Teacher A states,

> I'm ahead of another teacher at this point in terms of traditional material.

Teacher E's discussion of his colleagues is related to the teaching/learning situation in their particular school. His references suggest that there is a sharing of materials and ideas,

> there's a kind of flow back and forth because we don't feel as if we're isolated teachers.

Second, there is a specific effort in Teacher E's school to enable new teachers to develop themselves in relationship to experienced teachers. He states:

> We have, ..., a buddy system. Experienced teachers are paired off with an inexperienced teacher. In some cases an inexperienced teacher will follow one or two classes behind the experienced teacher. Just sort of walk in his or her footsteps for the first time around until they begin to say, "Gee, I could do this," and then we let them go.

View of the Teaching Task

The teachers interviewed reveal some interesting views of the teaching task of the social studies teacher. Nearly all of the teachers place some emphasis on their activities outside of class as an integral part of their social studies teaching. Because Grade 12 social studies topics are concerned with what is currently happening in the world, teachers find it important to read periodicals, listen to radio programs, and watch television documentaries.

Second, Teachers E, C, and F each state that it is essential for them to understand the curriculum and know what it required. Teacher E expresses this almost as a sense of duty,

> We're obliged to see where the curriculum points us, I think that has to be one of primary considerations. I have not as yet found any great conflict between my natural inclinations and what the curriculum required.

Teacher C feels that he needs to understand the philosophy of the curriculum so that he can apply it as prescribed. Teacher F considers understanding the curriculum as central to fulfilling his task as a teacher. The curriculum provides him with the list of books from which to choose his resources. Magazines, periodicals, and films

have to be chosen so that they "provide topics and articles that are pertinent to the curriculum."

In contrast to the views of Teachers E, C, and F, Teacher D is quite critical of the curriculum because it "reflects a prevailing view of the people in power in our society." The task of the social studies teacher is:

> to get people into the habit of looking at both sides of the question thoroughly before acting in a jingoistic way through reflexes and start accepting things just because they are told they should accept things.

Teacher D continues by saying that teachers have to learn where to find sources which present an alternative point of view.

Finally, references are made to the importance of making students aware of the issues going on in their world. In order for students to increase their awareness, Teachers C and E state that the students should know where the teacher stands on a particular issue. However, when teachers take a stand "students should be free to disagree" and teachers should not be "telling the kids how to think." Instead, Teacher C suggests that teachers present their positions as:

> Here is an answer. This is my thought. This is how I arrived at it. Now you can accept or reject it by formulating your own.

View of Students

According to the teachers in these interviews, students need teachers to simplify the complex world in which they live. In many ways, students are not viewed as active, capable, intelligent adult

people. Instead they are pictured as interested only in issues which are directed to their own material interests. Several examples of teachers' statements portray students as

1. having a hunger for someone to lay things out for them;
2. being primarily interested in their job, schooling is secondary;
3. not having a clue;
4. needing to understand the system in which they live;
5. being denied the opportunity of looking at real alternatives.

The views of these teachers about students reflect a pessimistic view of the capabilities and desires of senior secondary students. In my experience, these views are not uncommon to these social studies teachers. Such judgments about students do not recognize them as active participants in the world. Such judgments are particularly noteworthy in the light of the Alberta Social Studies Curriculum's philosophical stance that students be educated as active participating citizens.

View of the World

The world is viewed with optimism, with pessimism, and as inherently conflicting by teachers. Two teachers view the world with optimism. Teacher B sees Canadian society enjoying a fairly broad consensus. According to him, Canada is a part of the world that has enjoyed two centuries of calm, peace, and prosperity. Teacher F

emphasizes that (our) democracy allows one:

> to have some say in the way society is going to evolve in the future ... that you can determine your destiny.

In addition, Teacher F feels that there are many points of view readily available in our society so that one can understand and develop a full picture if one wants.

In contrast, two teachers view the world quite pessimistically. Teacher A expresses a sense of hopelessness when he states that he is fearful of "vanishing in a mushroom cloud." Even though the topic of world conflict and cooperation leaves him with a feeling of hopelessness, it also gives his teaching a sense of urgency. Students should become knowledgeable so that they may be able to formulate some reasonable solutions.

Teacher C's pessimism is illustrated in his views about social action by students and teachers. He wants to make students aware of what is happening in their world; however, he doesn't hold out much hope for real social action. When students ask "what can we do?" he states, "you have to admit that there's not very much they can do." In a subsequent reference he adds, "we're powerless to make any real changes."

A fifth teacher views the world as complex and full of conflict. The root of the conflict is found in the struggle between groups who have power and those who do not have power. However, he states that students (and teachers) can understand this conflict and complexity by

developing a critical, analytic, and investigative lifestyle.

Summary

An interpretive description of the world of the social studies teacher has been presented. The description reveals that teachers actively decide which resources are appropriate for their classes. They also feel that frequently there is too much material to be taught in too short a time.

These teachers emphasize that the resources which they use have balanced points of view. Concern for balance implies that these teachers recognize that there are a variety of views present in the world.

The interpretive description reveals that teachers consider that their colleagues are an important part of their pedagogy. Colleagues are seen as a source of additional materials and are used as a reference to which to compare one's own teaching of a particular unit.

The interpretive description suggests that these teachers consider their activities outside of class and school to be an integral part of their social studies teaching. Ideas and resources for class are derived from their experiences--reading, viewing, listening--outside of school.

These teachers also emphasize that it is important to understand a curriculum. Two divergent reasons are evident. First, some of the teachers say that understanding the curriculum is important so that they can fulfill its requirements. Second, other teachers say that

understanding the curriculum is important because it contains a particular view of man, society, and the world. These teachers feel that it is important that other views are also presented.

These teachers emphasize that students should be made aware of issues in their world. There is a concern that teachers need to simplify the complex world in which students live so that students can understand that world. The interviews did not express a strong concern that students themselves experience the issues which teachers consider to be important.

The interpretive description reveals that a teacher's own view of the world has a definite influence on his teaching. These teachers viewed the world with optimism, with pessimism, and as full of conflict. These views of the world are reflected in their view of resources, and in their view of the teaching task.

CHAPTER VII

IDEOLOGICAL INFLUENCES IN RESOURCE SELECTION

The Perspective of the Teacher

It is apparent from the interviews that these teachers choose their resources in terms of their own ideas about education. Personal choices are continually made as these teachers select appropriate materials for class. Teacher C, in addition to using materials provided by the Department of Education, chooses

> other materials which either I have of my own that I have purchased, or that I have access to, obviously newspapers which I get in my home.

The teachers' accounts reveal that they do not confine themselves to the prescribed resources. They make a lot of efforts to go beyond what is made directly available in order to incorporate films, magazines, television and radio programs into their courses. As they select resources they make choices on the basis of their own knowledge and beliefs about education and about the world. Teachers D and F provide contrasting views about current news media:

> Teacher D ...teachers have access to (a variety of viewpoints) if they want to dig enough. In general, we don't have easy access to it, we have to do most of it on our own. Present commercial radio and television come from the point of view of those who pay for the advertising and control a large part of what they say. For example, very seldom do you get non-capitalist points

of view in news media. The teacher has to learn where to find ... (sources which) present an alternative point of view.

Teacher F The media we have in North America, though it can be criticized in many areas, probably gives our citizens ample opportunity to see both views if they take the time and the interest to buy more than one newspaper, subscribe to more than one magazine, to listen to more than one newscast. The opportunity for them to get the viewpoints is there.

In their selection of resources, teachers appear to illustrate the concept of ideology proposed by Popp (1980). Popp describes the value of analyzing the educational practices of teachers as a mixture of (1) knowledge acquired by description (courses, workshops, and individual study) and by acquaintance (direct experiences with students), and (2) beliefs acquired logically and rationally (philosophical study) and non-reflectively (unexamined opinions, attitudes and common sense).

In Popp's sense of ideology each teacher has developed his own ideology which filters the way in which he interprets the world and selects his resources for class. However, this sense of ideology does not adequately account for the ways in which teacher's practices are affected by the perspective of the curriculum within which they teach.

The Perspective of the Curriculum

The materials provided by the Department of Education form the main basis for these teachers' choices of resources. Prescribed and recommended resources are listed for each grade and each topic of the curriculum guidelines. If teachers feel obligated to use these resources

and/or if they do not look beyond these resources, the range of viewpoints they make available for their students will be as broad or as limited as the scope of the prescribed and recommended resources. Several studies (Hodgetts, 1968; Pratt, 1975; and Osborne, 1980) have shown that the textbooks available to most school systems have a limiting view of history.

Furthermore, there is an important difference between prescribed and recommended resources. The prescribed resources are available to schools at a less expensive price than the recommended resources. Two of the books presently on the list can be considered to be written for an inquiry approach. Other textbooks could be used to provide one view of a topic or event; but, if schools have limited budgets teachers will not be able to buy enough different resources to provide a broader range of viewpoints.

The Alberta Social Studies curriculum is based on the social inquiry method of teaching. This method has several important underlying assumptions. These assumptions are not acknowledged in the curriculum document and, also appear to remain unquestioned by the teachers in this study.

The inquiry process is based on the assumption that in order to make sound, responsible judgments the scientific method provides the most reliable basis (Goldmark, 1968). Proponents argue that the scientific method is public and open to the scrutiny of all. Opinions can be supported or refuted by evidence and Goldmark (p. 51) asserts

that

> although we will have the occasion to question the objectivity of evidence, at least the scientific method minimizes the personal element, the subjectivity, in a belief that is fixed on the basis of authority or intuition. Theories built on the basis of the latter cannot be tested publicly. The scientific method, however, provides for the testing of belief with criteria set by the community,....

In a discussion of the assumptions of the inquiry method, Goldmark (p. 215-219) states several presuppositions:

1. Man acts reasonably when confronted with a problem requiring judgment;

2. Man can control his society, can effect deliberate change;

3. Man <u>wants</u> to reconstruct his society.

If these presuppositions are accepted as true, the inquiry method is an adequate method for finding truth, and for developing knowledge. Goldmark recognizes that if these are not true then this theory becomes inadequate and we have to look elsewhere for additional avenues for finding truth.

Contradictions evident in human experiences appear to indicate that the opposites of these presuppositions are also true. For example, a government or control group may believe that

1. Man also acts unreasonably when confronted with a problem requiring judgment;

2. Man cannot control all things in society and sometimes is quite ineffectual in making changes;

3. Man doesn't want to reconstruct his society because he is satisfied with the way things are or because he benefits from the status quo.

If these presuppositions are accepted, the inquiry method by itself is not an adequate theory on which to base a social studies curriculum.

Goldmark misses one crucial assumption that is also present. The scientific method assumes that truth is a judgment which, by the agreement of an informed community, produces desirable results. In order for this agreement to happen, one presumes that the people in that community have equal political, economic, and social power to make decisions. However, in the real world people do not have equal power, nor do they have equal access to information. Assuming that such access does exist for discussion purposes in a classroom may result in a good simulation for students and teachers. However, that type of discussion also creates an unrealistic picture of what actually happens when people make decisions.

CHAPTER VIII

RECONCEPTUALIZING A TEACHER'S ROLE IN THE SELECTION OF RESOURCES

My interpretations of these interviews suggest a need to reconceptualize the way in which a teacher's role in the selection of resources is portrayed. Reconceptualizing a teacher's role is discussed in three sections.

First, the interviews suggest that there is active interaction between the curriculum resources prescribed or recommended and a teacher's selection of materials for his particular class.

Second, the interviews suggest that a teacher's role in resource selection needs to be re-examined in order to give adequate recognition of what teachers do.

Third, the interviews suggest that teachers themselves see their role in different ways.

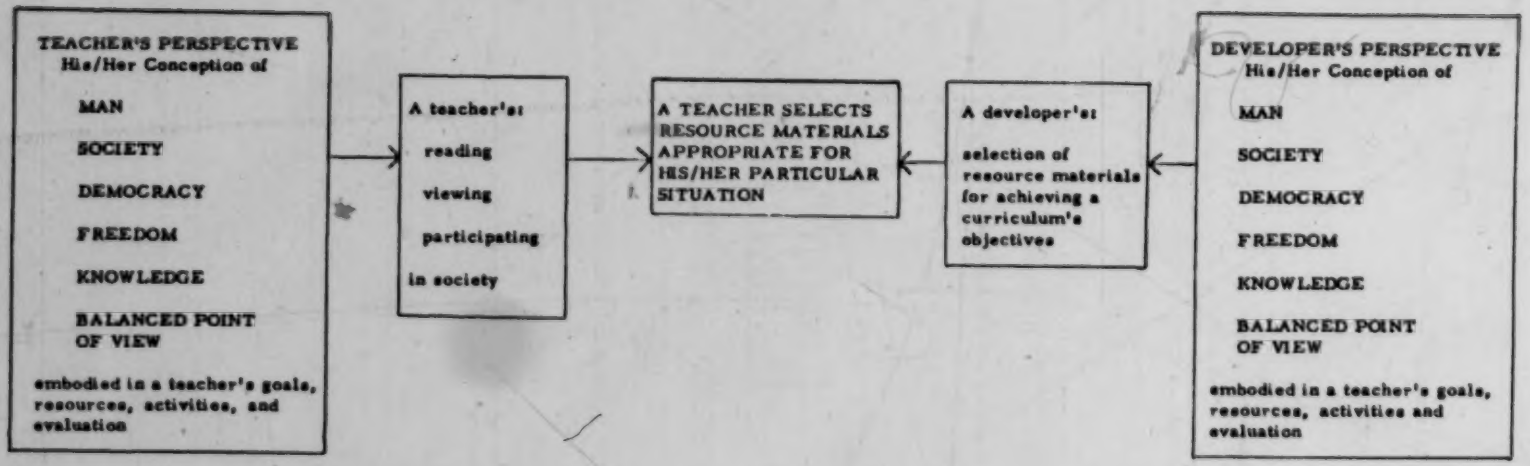
Interaction Between Curriculum Resources and a Teacher's Selection of Materials for Class

Roberts (1980, p. 75) has proposed the concept of "developer-teacher interface" as a way to understand the difference between a curriculum as designed and the way it actually happens in a classroom. When applied to curriculum resources, this concept can also elucidate the process of resource selection (Figure 1, p. 68).

The developers of a curriculum have their own conception of man,

FIGURE 1

A MODEL OF THE INTERACTION BETWEEN A TEACHER'S CHOICE OF RESOURCES AND A DEVELOPER'S CHOICE OF RESOURCES



The developers of a curriculum have their own conception of man, society, democracy, freedom, knowledge, and point of view. These views are embodied in the curriculum's goals, objectives, and evaluation. These views also form the basis of the materials chosen as resources. The resources are then made available to students and teachers because they achieve the curriculum's objectives.

Each teacher has his own conception of man, society, democracy, freedom, knowledge, and balanced point of view. These views are embodied in a teacher's educational goals and methods and form the basis of a teacher's choice of magazines to read, television and radio programs to view and listen to, and his own participation (or lack of) in societal organizations.

When a teacher selects appropriate materials for a particular topic and class his choices are based on an acceptance, a modification, or a rejection of what he himself read about, viewed, or participated in the society in which he lives.

A Teacher's Role in Resource Selection

> Teachers do not neutrally implement programmes; they develop programmes of study for their classrooms by adaptation, translation, and modification of given programmes and research findings; they may even occasionally develop their own curriculum materials.
> (Connely and Ben-Peretz, 1980, p. 95)

My research has examined one facet of teachers' development of curriculum; namely, resource selection. Teachers choose resources in various ways and for different reasons. The dominant influence

appears to be a combination of their view of the requirements of the Department of Education and their view of man, society, and the world. If their conception of the world is in agreement with the conception of the world present in the curriculum, they will also accept the requirements of and the resources in the curriculum. If their conception of the world is different, they will question the resources provided in the curriculum and modify them to fit their own views.

Second, the resources made available by Alberta's Department of Education, provide the main source for these teachers' selection of resources. Some of these resources are prescribed and, therefore, must be used at least in part. These resources are selected by the Social Studies Learning Resources Ad Hoc Committee using the following criteria:

1. Direct application to specific curriculum topic(s);
2. Appropriate reading level;
3. Reasonable priced, durable and readily available;
4. Current content, accurate and free from obvious bias or stereotyping;
5. Canadian publications preferred, everything else being equal;
6. Favorable E.P.I.E. analysis and synthesis.

(1982-83 Update, p. 1)

Teachers can also recommend materials which they have found particularly useful. After careful evaluation by the committee these

materials may then be adopted province-wide.

Third, a teacher's resource selection is influenced by his own reading, viewing, and participating. The magazines which he reads, the programs which he watches, and the meetings he attends make available to him interpretations of events and issues happening in his society and in the world. To the extent that these provide a variety of viewpoints, he can become knowledgeable about various ways of looking at issues facing his society/world. If his reading and viewing is dominated by one viewpoint, his knowledge about the range of viewpoints is restricted. This restriction could have a significant impact upon the resources he makes available in his classes.

Fourth, each school has a specified amount of money available each year for resources. Social studies departments select resources that can be used easily by most teachers and are suitable for most students. This research suggest that magazines and books of 'different' views are the first to be eliminated when there is less money available.

Ways of Viewing Teachers' Selection of Resources

The models of Aoki (1980) and Connelly and Ben-Peretz (1980) provide a basis or describing the ways teachers see their role in selecting resources. Aoki describes three possible orientations a researcher might adopt in doing curriculum inquiry: (1) empirical/analytical (technical), (2) situational interpretive, and (3) critical. These orientations can also be used to describe the ways in which teachers choose resources for class. Connelly and Ben-Peretz's anal-

ysis of versions of the teacher's role in education research is also helpful. In their article a teacher is variously seen as (1) a consumer of research and curriculum development, (2) as a participant in research, and (3) as a partner in research and curriculum development.

One can view teachers' selection of resources in three ways: a teacher as implementer; a teacher as active implementer; and a teacher as critical implementer (Figure 2, p. 73).

First, teachers can be seen as implementing the resources provided with a curriculum. These resources may come in various forms, including a list of books and other resources made available to schools at discount prices and prepared units to meet the objectives of a curriculum. The teacher takes the materials provided and uses them for his classes.

The teacher assumes that the material provided is the best that is available because it has been selected by those who know, i.e. the curriculum developers. The resources are listed for a particular topic and grade, and provide content and ideas which are adequate for his teaching and for the students' learning. Since people who know have provided the resources, they will have made sure that the resources reflect a balanced point of view and have adequate variety. The resources will have been checked for distortion caused by bias, and will fulfill the objectives of the curriculum. In this way of viewing resource selection, teachers select resources by accepting the judg-

FIGURE 2

WAYS OF VIEWING TEACHERS' CHOICES OF RESOURCES

	IMPLEMENTER	ACTIVE IMPLEMENTER	CRITICAL IMPLEMENTER
Main emphasis	doing	understanding	improving
View of Resources	- materials provided by "those who know". - materials have been chosen to be appropriate and adequate for each topic.	- materials indicate the variety of views which people have on issues. - teachers need to consider which ones are relevant for their own situation.	- materials reflect the perspectives and world views of those who have written and chosen them.
Interest	- teaching content knowledge which is present in the resources and is needed by the learners.	- teaching meaningful knowledge which is present in the resources and brought by the learners.	- teaching critically reflective knowledge - using the resources of the teacher's and students' meanings.
Concern for bias and point of view	- teach facts, generalisations, and concepts as 'interest-free' knowledge. - seek to eliminate distortion caused by bias.	- teach recognition of varying interpretations of events by different people. - clarify motives and meanings of authors	- search for underlying assumptions and motives and determine their implications for action.
Resource choices	- resources are 'given by those who know and by those who decide. - teachers make some choices within those provided.	- resources are given. - choose what is best from those provided. - supplement with my own materials and with student's.	- select resources according to their representation/reflection of the views which exist in the world. - critique the 'given' resources.
Educative emphasis	- intellectual doing. - teaching/learning basic life skills. - teaching/learning competencies which give students control of knowledge. - detached involvement, reduced subjectivity.	- understanding meanings people give - to situations. - teaching/learning interpretation of events. - teaching/learning awareness of meanings. - clarification of motives, engaging in inter-subjective dialogue.	- uncovering tacit and hidden assumptions. - teaching/learning a questioning of self and others in open dialogue. - teaching/learning implications for action. - teaching/learning intentions and assumptions of one's own actions.

ments of significant others.

A second way of viewing a teacher's selection of resources portrays the teacher as active implementer. Teachers receive the resources provided with a curriculum and select the ones most appropriate for their situation. They actively examine the resources to determine whether they will provide meaningful experiences for students and for themselves. Teachers in this view recognize that events and issues are interpreted differently by different people. They, therefore, choose resources to reflect that difference. The list provided by the Department of Education is seen as a source from which teachers can choose. In addition to selections from this list, teachers will add resources from their own and from their students' experiences. Choosing resources becomes a dialogue in which students and teachers use their own experiences to make their choices.

A third way sees teachers as critical implementers. In this orientation teachers receive the resources provided with a curriculum and evaluate them in terms of their underlying assumptions. Teachers examine the resources suggested and try to determine the implications of using them "as provided." There is a realization that these resources represent someone else's interests and goals. The resources are critically examined to discover whether or not they reflect the views which exist in the real world. Teachers, with their students, become involved in a conscious effort to examine the intentions and assumptions of the resources. This process of resource selection involves a

constant questioning whether or not the resources being used will enable teachers and students to develop a fuller view of man, society, and the world.

CHAPTER IX

IDEOLOGY AND THE WORLD OF THE SOCIAL STUDIES TEACHER

Introduction

The purpose of the present study was to examine and describe the manner in which a teacher's ideology influences his interpretation of a social studies curriculum, specifically, his selection of resources for his social studies classes.

My interpretation of the texts of the interviews reveal that these teachers make many decisions about the appropriateness of resources for particular units and for particular students. Resources are chosen from the list of prescribed and recommended resources produced by the Department of Education and from teachers' own resources--magazines, books, and radio and television programs.

A central concern for these teachers is that the resources should contain balanced points of view. Some teachers argued that the curriculum requires this balance. Other teachers stated that the curriculum and its resources present only one view of the world. Therefore, they argued that in order to have a balance in the resources they have to add other materials from their own resources.

Resource selection is related to the interrelationships among colleagues. Most of these teachers expressed the feeling that fellow teachers can be and often are a good source for additional resources. Colleagues are seen as a source of materials:

- when a teacher doesn't have adequate background in a particular topic;
- for providing an alternative point of view;
- for sharing ideas and particular strengths; and
- for helping new teachers.

The texts of the interviews reveal that these social studies teachers view the teaching task as encompassing all of their lives. Social studies teaching is not simply limited to classroom activity. These teachers feel that it is important to know what is happening in the world. They constantly read periodicals, listen to radio programs, and watch television programs with an eye toward utilizing this information in their social studies teaching.

These teachers' views of the world have a direct bearing on the ideas which they express about resource selection and about curriculum interpretation. Those teachers who view the world with optimism feel that the curriculum contains resources which express different views but are predominantly based on the broad consensus which exists in society. Those teachers who view the world with tones of pessimism feel that the curriculum contains topics and resources which can leave students with a sense of hopelessness and a sense of powerlessness. The teacher who viewed the world as full of conflict felt that the curriculum resources did not adequately express the conflicts which exist in the world.

Ideology and the World of the Social Studies Teacher

In describing their selection of resources, these teachers reveal glimpses of their views of the world. These teachers' accounts of their actions do not contain adequate information to present a full description of each teacher's ideology. However, there is adequate data to support some initial statements about each teacher's ideology.

Each teacher reveals some of the beliefs which guide his actions. These beliefs comprise a teacher's ideology in the sense that Nelson (1981, p. 3) explains ideology. He defines ideology as a set of beliefs which includes:

1. moral, ethical and normative views of major human endeavors, including social, economic, and educational relationships;
2. a rationalization of group interests;
3. an essential position from which significant attitudes and actions are derived;
4. implied theories of human nature.

In the following pages, each teacher's ideology is analyzed and described as comprising: 1. ethical commitment, 2. teacher rationalizations, and 3. a view of human nature.

Teacher A

Teacher A's ideological stance is characterized by human survival, pragmatism, and cooperation. Teacher A's fundamental ethical commitment is to ensure human survival. He is deeply concerned about man's use of nuclear power. He says,

> I have this dread of vanishing in a mushroom cloud, blown in the dark and I instantly disappear forever,...

His fear of nuclear war causes him to select resources which

> lead students to understanding very clearly what the possible consequences of man's use of nuclear power are, ... to make them aware of other options on how we're going to survive.

Teacher A's rationalizations focus around pragmatic concerns such as completion of course requirements and stimulation of positive participation in society. For Teacher A time constraints and common examinations place limitations on the variety of materials he is able to use.

Teacher A views human nature as being essentially cooperative and efficacious. He feels that

> each individual can make quite a difference on some issues if they just do things.

However, this hope turns to despair when dealing with world issues. For Teacher A the Social Studies 30 unit "Conflict and Cooperation" ends in despair. He says,

> unless there is some fairly concerted action it's pretty hard on that issue for the individual to have any effect at all. That's a particularly difficult one for students to take seriously because when you're finished there is this sense of hopelessness.

Teacher A's description of his selection of resources illustrates the influence of his ideology. His ethical commitment, his rationalizations, and his view of human nature guide his selection of resources

in his day-to-day teaching. However, surprisingly, Teacher A makes few, if any, references to the ideology contained in the resources of the curriculum. The only hint of doubt he raises is found in his comment that,

> We probably should be going to more unconventional ideas as well, unconventional in Western terms at least.

Teacher A's view of citizenship is a limited one. His examples of possible student social action are limited to (1) individual acts such as conservation of water and electricity, and (2) functional acts such as participation in student council elections. Teacher A does not refer to citizenship as including the asking of fundamental questions such as "who has power?" and "who benefits?"

Teacher B

Teacher B's ideological stance is characterized by respect for government, apprehension about common examinations, and optimism. Teacher B's fundamental ethical commitment is to showing respect for government in all its levels. He respects government because it has such a difficult task to fulfill. He, therefore, encourages students to also have respect for government. He says,

> (People in government) are making the decisions on the basis of what they perceive to be the general majority preference for a certain amount of freedom or control in whatever area.

Teacher B's rationalizations center around his uneasiness about common examinations. He is apprehensive about covering the required

materials adequately in comparison with his colleagues. Because there is no textbook for the economics portion of the course, he is very uneasy about meeting the content requirements for the in-school common examination. The history portion of the course does not present him with the same problem because

> you just follow through with things chronologically.

Teacher B's view of human nature reveals itself in his optimism about the role of government and the role of the media in Canadian society. He sees both of these institutions as working for the benefit of all. There is no evidence to indicate that Teacher B has any doubts about the positive contributions made by people in government and in the media. Therefore, he raises no questions about the resources approved by the Department of Education.

Teacher B's description of his selection of resources illustrates the influence of his ideology. His ethical commitment, his rationalizations, and his view of human nature guide selection of resources in his day-to-day teaching. His respect for government leads him to teach in a way that students will also respect government and not sit back and criticize government actions. Such respect for government will likely result in Teacher B selecting resources which contain the same views and not selecting those resources which raise fundamental questions about government actions.

Teacher C

Teacher C's ideological stance is characterized by acceptance of the curriculum and pessimism about what the school can do. Teacher C's fundamental ethical commitment is to teach the required curriculum as it is designed. He makes numerous references to what the curriculum requires; for example,

> the curriculum demands that the kids see the course material from a number of different perspectives.

For Teacher C the most crucial consideration is to be able to understand the philosophy of the curriculum so that he can apply it as intended.

Teacher C's rationalizations touch several dimensions of teaching. When asked about the variety of viewpoints available to students, Teacher C makes two rationalizations. First, he states that,

> it's pretty hard to do it because schools are caught up with resource problems and you've only got so much money, but I know the curriculum encourages this.

Second, he argues that students are not so concerned about school. He says,

> you have to realize too, though, we've got a crop of kids now who are primarily concerned with their job. Their secondary concern is school. That changes the whole perspective.

Although optimistic about democracy, Teacher C's overall view of human nature is characterized by pessimism. On the one hand he states that,

> we've got a system of government that allows for individual differences to a point where we're able to work together.

On the other hand he says that the possibility for social action in Social Studies 30 is very limited,

> you have to admit that there's not very much they can do ... (and)
>
> we're powerless to make any real changes. The only people who can bring anything to bear is society in general.

Teacher C seems to resign himself to the fact that as a teacher,

> the only thing you can do is make the kids a little bit aware of what's going on, ... to have the kids come to an understanding that their role ... is to become knowledgeable.

Teacher C's description of his selection of resources illustrates the influence of his ideology. His ethical commitment, his rationalizations, and his view of human nature guide the selection of resources in his day-to-day teaching. His acceptance of the curriculum leads him to select resources which are on the approved list or have the methodology which the curriculum requires. Such loyalty to the curriculum appears to prevent him from criticizing the fundamental approach and content of the curriculum even though he states that,

> if the curriculum takes a view which runs counter to my particular philosophical, my moral and religious view, I'll come right out and say it.

His selection of resources indicate that professionally he accepts the curriculum's content and resources as prescribed, although personally

he may have some small disagreements.

Teacher D

Teacher D's ideological stance is characterized by a marxist perspective. He sees the world as full of conflict. Teacher D's fundamental ethical commitment is to make students aware that the world is divided into two groups: the capitalist world and the non-capitalist world. Teacher D sees himself as teaching in a capitalist world in which the curriculum and its resources reflect the prevailing view of those who are in positions of power from which they control the society. Because Teacher D has this fundamental commitment he considers it important "to examine the prevailing view and alternative views to that."

Teacher D feels that the ideology of the curriculum is very evident in its approach to democracy. He says,

> we get, for the most part, the picture of democracy as being basically dependent on capitalism. Consequently, any other kind of system has got to be dictatorship.

Teacher D's rationalizations are evident in his explanation of the characteristics of a good citizen and in his view of the media. He says that,

> a good citizen is one who has developed habits of thorough investigation of events and issues. So instead of, for example, swallowing the view that we've got to build up our arms because the Soviets are building theirs..., we should, first of all, investigate thoroughly. Secondly, look at some viewpoints and decide whether or not that is in one's interest. In

> short, a good citizen has got to be equipped with some understanding of alternatives that exist in the real world.

In discussing the role of the media Teacher D argues that the media

> are coming from a particular point of view. They're coming from the point of view of those who pay for the advertising, and control a large part of what they say. They don't send little memos once in a while explaining to the news cast what they can produce or what they can say. It's simply part of the whole system, what has been referred to as the hegemony of the bourgeois culture.

Teacher D views human nature as being inherently full of conflict. The roots of this conflict lies in the way power and control are divided. There are people who have power and who thereby control those who do not have power. For Teacher D the task of the teacher lies in exposing that fundamental division of the world to students so that they become aware of what is happening in the world. Such awareness comes as a result of developing

> a critical, analytical, and investigative type of lifestyle.

Such a lifestyle will get students,

> into the habit of looking for the alternative explanations before they act.

Teacher D's description of his selection of resources illustrates the influence of his ideology. His ethical commitment, his rationalizations, and his view of human nature guide the selection of resources in his day-to-day teaching.

Teacher D's view that the curriculum's resources are based on

and contain the views of those who have power and control in the society leads him to search for alternative materials. He supplements the prescribed resources with selections which complement his view of the world. He says that because the world is divided into capitalist and non-capitalist groups, the resources used in Social Studies 30 should reflect that reality.

However, because Teacher D sees the world as full of conflict and divided into capitalist and non-capitalist groups, he appears to be closed to the possibility of seeing alternative views to his view. His ideology enables him to see beyond the views of the curriculum but not beyond his own view of the world.

Teacher E

Teacher E's ideological stance is characterized by loyalty. Teacher E's fundamental ethical commitment is expressed in his need to use resources which do not conflict with community expectations. He says,

> I think we'd be going contrary to community expectations if we were to push anything other than the free enterprise system.

Teacher E's loyalty to community also extends to a national level. He speaks approvingly of the additional Canadian content in the curriculum resources. He states,

> they make a concerned effort to clear up what it means to be Canadian and what being Canadian is all about.

Teacher E also wants to be true to the requirements of the curri-

culum. The most crucial consideration for him as he selects resources is

> to see where the curriculum points us, ... I have not as yet found any great conflict between my natural inclinations and what the curriculum required.

For Teacher E such loyalty requires certainty but excludes extremes. He says,

> I think people are hungry for some certainty. I've no intentions, in my teaching to be pushed to an extreme in any direction. But, if I'm going to meander down that middle line, then it seems to me that as teachers we have the responsibility to reflect something of the community and to maintain our own individual integrity.

Teacher E's rationalizations are best illustrated by his response to a question about bias and by his explanation of the lack of variety in his school's magazines. Teacher E feels that as a staff they deal with bias very naturally. If bias becomes a problem in the materials being used they deal with it right away. However, they try not to over-emphasize the problem of bias. He says,

> I don't think we're doctrinaire to the point where we say that there are many views and we're going to look at them all. We look at it and we discover that there are many views. I don't know just how representative those views are. But it seems to me that in social studies we're moving back towards the idea that it is not wrong to teach a point of view as long as the students are free to disagree.

In discussing the types of magazines to which his department subscribes Teacher E rationalizes away the lack of variety which exists.

He says that there are few different magazines

> partially for budget reasons. A lot of periodicals and that sort of thing, if they are not used to the hilt, we kind of budget them out.

Teacher E views human nature as basically good but at the same time facing various dilemmas as history progresses. Teacher E's view of democracy illustrates the need for individual freedom in society. He states,

> I think that democracy is a system of where the emphasis is on the individual. The individual is involved in some respect, indirectly or directly in the decisionmaking that affects his destiny.

However, he also expresses the concern that individual freedom should be constrained by the needs of society. He states that as teachers,

> we're obliged to see where the curriculum points us, I think that has to be one of our primary considerations.

Teacher E's description of his selection of resources illustrates the influence of his ideology. His ethical commitment, his rationalizations, and his view of human nature guide the selection of resources in his day-to-day teaching.

Teacher E's loyalty to community expectations, to the curriculum requirements, and to national interests will mean that the range of viewpoints which are available in his classes will be limited. His resources will contain the ideas of those whose views form "the middle line." Such selections will contain an approval of the status quo in his society. Teacher E's resource selections will include few, if any,

ideas of those who disagree with the status quo and those raise fundamental questions about the society.

Teacher F

Teacher F's ideological stance is characterized by loyalty to the curriculum, a concern for student interest, and optimism about man. Teacher F's fundamental ethical commitment is expressed very clearly in his view of teaching. Teacher F is committed to following the requirements of the curriculum. He states,

> the crucial aspect is to understand the curriculum and the goals of the curriculum. It is important to choose the resources from the list of books available. Those books must be chosen that can obviously fit the needs of the curriculum. In choosing magazines... ones have to be chosen that provide topics and articles that are pertinent to the curriculum.

Teacher F rationalizes his loyalty to the curriculum by arguing that his choices of additional materials are determined by student interest. In response to a question asking how he decided whether a book was appropriate for a topic, Teacher F states,

> probably something that would grab the interest of the student, that would make the points I have given in lectures dramatic and interesting.... Not dry, factual type of material but material that will more or less create an interest in the student rather than just providing him with additional information.

Teacher F suggests that the media in North America give us ample opportunity to obtain adequate information and a variety of points of view. He then qualifies his position saying that

> it may not be the best, but I think they can have more access to this material in the Western world than the majority of the people in the world.

Teacher F views human nature quite positively. None of his responses to the questions in the interview appear to raise any doubts about the possibility of positive human action in Canadian society at present. He considers prepared curriculum materials to be quite balanced and very helpful for his teaching. After filtering them for personal taste and teaching method Teacher F makes full use of the Department of Education's curriculum materials and resources.

Teacher F's view of democracy and of citizenship illustrate his optimism about human nature very well. According to Teacher F democracy means,

> to have some say in the way your society is going to evolve in the future. To have some feeling that you have control over your own life without too much guidance or control from higher authorities.

A good citizen is one who,

> is well-informed of the issues of the day, and ... who is not afraid to get involved either as a participant or just to be involved to understand the issues.

Teacher F's description of his selection of resources illustrates the influence of his ideology. His ethical commitment, his rationalizations, and his view of human nature guide the selection of resources in his day-to-day teaching.

Teacher F's loyalty to the requirements of the curriculum directs

his selection of resources. If in his judgment a resource does not fit the topics or the method of the curriculum Teacher F will not use that particular resource. Teacher F does not question the validity of the topics and resources in the curriculum. He accepts them as given. He works at harmonizing his teaching and particularly his selection of resources with the curriculum.

Even though Teacher F is concerned about having balanced points of view in his resources, his loyalty to the curriculum leads him to accept as good or as weak a balance as exist in the curriculum as it is.

Summary

Nelson's view of ideology has provided a basis for analyzing these teachers' views in the perspective of the strain theory of ideology. In this theory of ideology, the individual is seen as the source of the ideology. In this view, these teachers' ideologies are seen as providing meaning for understanding their selection of resources. Their views of the world shape their choices of resources for social studies classes.

However, Nelson's view and the preceding analysis of these teachers' ideologies do not provide a complete picture of the influence of ideology in the world of the social studies teacher. Five of the six teachers do not raise any fundamental questions about the selections provided by the Department of Education. They do not ask whose knowledge is contained in the prescribed and recommended resources. Neither do they ask whose knowledge is left out of these resources.

The interest theory of ideology does provide a basis for exploring the underlying assumptions of these teachers' selection of resources. This theory of ideology argues that ideology's primary role is the justification of the vested interests of existing political and economic groups. In this view, ideology is seen as a form of false consciousness which distorts one's picture of reality and serves the vested interests of the dominant classes. The questions suggested by Giroux (1979, p. 283-284), cited on page 23 of this study, form the framework for a concluding analysis of the influence of ideology in the resource selections of these teachers.

What Counts as Social Studies Knowledge?

In describing their selection of resources, these teachers reveal a number of ideas about what counts as social studies knowledge in their classrooms.

Teacher A specifically refers to the Department of Education's curriculum topics as the basis for his teaching. His main resource selections are made from the textbooks on the prescribed and recommended list. He states that he makes extensive use of the teaching unit developed for topic B Conflict and Cooperation. However, he also indicated that he made significant additions to the unit when he thought the unit to be inadequate.

Teacher B's selection of resources is based on the curriculum guidelines of the province. He indicates a strong preference for a textbook in order to give the students a sense of security about what to

learn. Teacher B is quite apprehensive about teaching material that will meet the in-school common examination. Furthermore he expresses a need to follow the recommendations of his colleagues so that he will be teaching what is supposed to be taught.

Teacher C expresses a strong concern that the school have and use the textbooks on the prescribed and recommended list. However, he says, because

> the curriculum demands that the kids see the course material from a number of different perspectives,

his school's social studies department has collected and is collecting additional resources to enhance the prescribed and recommended books.

Teacher C states that he also uses many personal materials in his teaching. Television programs and magazine articles become resources in his social studies class. However, he makes it clear that these kinds of references should not interfere with the material students need to know for the in-school common examination.

Teacher D's resources are based on a "combination of prescribed textbooks, alternative books, and printout materials." He states that it is important to have social studies resources which consider the prevailing view in the society and also provide alternative views. In order to accomplish this approach, Teacher D asserts that

> you have to go outside of textbooks to find things because they're not always as unbiased as they should be;

Furthermore,

> the books that have been approved by the Department of Education generally don't provide those kinds of real alternatives that people need to examine questions thoroughly.

For Teacher D, social studies knowledge should present the alternative views which exist in the real world.

Teacher E feels obligated to "see where the curriculum points us" when he selects resources. The main sources used are chosen from the prescribed and recommended list. However, Teacher E emphasizes that it is important that he is not dependent on one source. His school has developed an extensive reference library containing numerous resources for social studies.

Teacher E expresses a concern that he teach within community expectations, especially its views on free enterprise. For him this has not been difficult because,

> I have not as yet found any great conflict between my natural inclinations and what the curriculum required.

Teacher F's sources are derived from the list of books recommended by the Department of Education. He states,

> I've looked at all of those and the ones I feel are very accurate are the ones I have ordered.

Teacher F supplements the department's resources with selections from magazines and television programs. He uses these resources to increase student interest and to enrich their experience. He states that "magazine articles have to be chosen that provide topics and articles that are pertinent to the curriculum."

Summary

The Department of Education's list of prescribed and recommended resources contains what counts as social studies knowledge for most of these social studies teachers. With the partial exception of Teacher D, these teachers are mainly concerned with using the prescribed and recommended resources approved by the Department of Education. Ideologically, they see little problem with these resources both as content and in the way in which these resources are prescribed for use in schools.

Furthermore, these teachers without criticism accept as fact that the Department of Education chooses the resources. Only one teacher, Teacher D, voiced any significant objection to the Department's choices. In this case, Teacher D's personal ideology contrasts with the dominant ideology in the province.

Resources are Selected and Legitimized by Appeals to Curriculum Requirements

All of the teachers state that their main resources are chosen from the Learning Resources List of prescribed and recommended resources published by the Department of Education. Social studies departments and teachers in each school select from the list those resources which they feel are appropriate for their school.

All but one of the teachers tacitly accept the resources listed by the Department of Education as the best ones for their students. They assume that by using these resources they are meeting the requirements

of the curriculum. The following quotes illustrate the teachers' positions:

Teacher A feels that the main resource selections are planned ahead of time. However, additional selections can be made quite at random, "if something passes through your hands that looks good, you plug it in..." Other limiting factors for Teacher A include, "time constraints," "the way exams are constructed," and "if it's not too long and there's a specific assignment that goes with it."

In terms of making a wide range of viewpoints available to students, Teacher A suggests that,

> most of the magazines we get here are fairly typical. It's not likely you'd get too many unconventional things.

In addition he argues that,

> for learning purposes ... if it was a marxist point of view I would think that it would have to be something they can actually read and that it makes a good argument..."

Teacher B derives support from two sources, his colleagues and the common examination, to justify his decisions about resources. His colleagues determine the pace, the direction, and the content for the economics part of the course. For the history part of the course,

> it's much easier to conform without very much contact. You just follow through with things chronologically.

The main influence behind Teacher B's resource selection is the in-school common examination. He is ambivalent about these examin-

ations and feels that they are a good idea; yet, he also expresses so much concern about them that he is apprehensive about using only materials that will be included on the examination. He feels that they narrow curriculum content.

Teacher C asserts that the curriculum requires that teachers use materials from a number of different perspectives. His social studies resources are drawn from the Department of Education's list, accumulated references in school, and from his personal materials. He states,

> There is a whole series of references that may be called in to develop a particular concept. In that way, then, the student sees that there is a connection between learning and using several different books so that they don't get a strict interpretation from one particular author who has a particular bias.

Teacher D argues that because the real world contains conflicting views, curriculum materials should include those conflicting ideas. Because he feels that the social studies curriculum doesn't reflect that real world, he adds alternative sources of his own so that his classes do contain the existing views in society.

Teacher E explains that he uses all the recommended books but does not rely on one of them exclusively.

> We don't like to be tied to a book, to use only one source. We have a process whereby the students are assigned or are expected to choose resources suitable to the study underway. They do this both from the library and from the resource center.

Teacher F places an emphasis on the need to provide a balance in the viewpoints presented to the students. He feels that this balance can best be achieved by selecting opposing and supporting points of view in materials for each topic. Students should learn to question what they read.

In addition to books on the Department of Education list, Teacher F feels that the media in our society are a good source for additional materials. He states that the media,

> though it can be criticized in many areas, probably gives our citizens ample opportunity to see both views if they take the time and the interest to buy more than one newspaper, subscribe to more than one magazine, to listen to more than just one newscast, to watch various documentaries.

Summary

Although these teachers use personal materials in choosing resources, most of them legitimize their resource selections by appealing to existing curriculum requirements. Personal materials are spoken of as additions for student and enrichment; they are not considered as being essential to the successful teaching of a topic. Resource selection are evaluated by criteria given in the curriculum more than by a teacher's own criteria. In doing this, these teachers have accepted a reduced amount of autonomy in the selection of resources for their own classrooms. Teacher D, again, stands out as the teacher with the most difficulty reconciling the legitimation of resources by appeal to curricular criteria, yet he does not object strong-

ly to this process.

Whose Interests Does This Knowledge Serve?

Five of the six teachers in this study choose their main resources from the prescribed and recommended list of the Department of Education without expressing any reservations about the points of view which have selected the resources and which are contained in the resources. Neither do they question the process by which the curriculum's resources are selected. They appear to consider the Department of Education's resource selections to be unproblematic and value-free. With the exception of Teacher D, these teachers do not express any fundamental questions about whose interests this knowledge might serve.

Werner et al (1977) discovered that most social studies curricula and resources exhibit a strong monocultural orientation. Such an emphasis favours the interests of the strongest cultural group and neglects the interests of those cultural groups which have less political, economic, and social power.

The resources selected by most of the teachers in this study express a narrow orientation. Their resource selections reflect the ideas of the dominant political and economic groups in Canadian and North American society. They do not appear to reflect the diversity of political and economic interests which exist in the country and in the world.

The approach used by most of the teachers in this study empha-

sizes a chronological and functional history of the twentieth century. Teacher A states,

> There's a thing of staying with the normal, just the historical approach to Social Studies 30. The way exams are constructed is an important factor. If you have a common exam because of the different emphases teachers have, often it tends to be more traditionally accented....

This chronological approach considers the events that have happened to be value-free objective knowledge. Chronological accounts of historical events have the appearance that the existing political, economic, and social structures have acquired their present form through natural evolution. Such accounts do not recognize adequately that the political, economic, and social structures have been humanly constructed by particular interest groups having and exercising political, economic, and social power. Giroux (1979, p. 271) suggests that this approach to history

1. fosters an undialectical and one-dimensional view of the world;
2. denies the world of politics and lacks a vision of the future; and
3. denies the possibility that human beings can construct their own reality and change that reality in the face of domination.

Except for Teacher D, these teachers also consider the process of resource selection to be unproblematic and value-free. These teachers accept the selections of the Department of Education as given. The possibility that these selections may be based on the political,

economic, and social interests of a particular group is only considered by Teacher D. Teachers A, B, C, E, and F all uncritically accept the process of resource selection and then personally validate their own personal choices. None of these personal choices are connected to the broader social, economic, and political interests these resources may represent. Instead, their choices are expressed in the technical language of teaching.

The ways in which these teachers uncritically use the Department of Education's selections appears to indicate that they consider this social studies knowledge to be objective and value-free. Giroux (1979, p. 277) says that this social studies knowledge

> is treated as an external body of information, the production of which appears to be independent of human beings.

When teachers select resources in an unreflective manner they in fact are legitimizing specific political, economic, and social interests and are victims of false consciousness. They feel that they are making personally valid choices but do not see that in doing so they are supporting specific political, economic, and social interests.

Who has Access to Social Studies Knowledge?

Resources for the 1981 Social Studies Curriculum are chosen by the Social Studies Learning Resources Ad Hoc Committee. The resources are selected to complement the rationale, topics, and objectives of the curriculum. Resources are listed in two groups: 1. prescribed and 2. recommended.

Prescribed resources are

> those resources that have been assessed as the best materials presently available to school systems to achieve the objectives of grade-level social studies programs. (1982-3 Update, p. 1)

Recommended resources are those resources which complement the prescribed resources by

> making an important contribution to the attainment of one or more of the goals outlined in the curriculum guide. (1982-83 Update, p. 1)

All of the teachers recognize that the Department of Education has made available a list of prescribed and recommended resources from which they and/or their departments can choose the resources they need. Many of these teachers chose additional materials on the basis of their own interests and needs. The magazines they read, the programs they watch or listen to, and the issues with which they are concerned form the basis of additional resources chosen to supplement the Department of Education's list.

These teachers do not make any references to a possible incorporation of student resources as a basis for teaching and learning the required curriculum topics.

Summary

It is not clear from these interviews whether teachers are fully aware of the formal process of resource selection. First, they do not give any indication that they realize that teachers themselves can give suggestions for changing the prescribed and recommended resources.

Second, these teachers give more weight to the Department of Education's selection of resources than to their own selection of resources.

My best understanding of the research suggests that these teachers accept without question the authority of the Department of Education as far as curriculum requirements and resource selections are concerned.

Does This Knowledge Reflect the Real World?

Almost all of the teachers choose their main resources from the Department of Education's list without expressing any serious reservations about the views contained in the books. Their actions indicate implicit agreement with the idea that these resources are adequate for their teaching.

One of the teachers, Teacher D, expresses serious reservations about the limiting views in the prescribed and recommended books. He feels that the resources reflect only the prevailing view in society and do not provide alternative views.

Teacher A also suggests that although resources are selected in this way:

> We probably should be going to more unconventional ideas as well, unconventional in Western terms at least.

Upon examining these teachers sources for additional resources, I find that most of the teachers name standard, conventional magazines and radio programs. Sources such as Maclean's, the Edmonton Journal,

Canada and the World, and CBC radio and television represent mainstream Canadian society but do not reflect the full range of views within that society.

Several teachers mention that their departments subscribed to magazines with alternative points of view in previous years, but these subscriptions were cancelled because of budget limitations or because of infrequent use by teachers.

Summary

Whose world does social studies knowledge reflect? First, this social studies knowledge reflects the ideas and views of those who wrote and supported the curriculum and selected the prescribed and recommended resources.

Second, this social studies knowledge reflects the ideas and views of each teacher as he selects and uses additional resources based on his own views of what is happening and/or what should be happening in society.

Third, this social studies knowledge does not reflect the wide range of views which exist within the society. Instead, this knowledge emphasizes a functional approach to schooling. Such an approach to education tends to promote the acceptance of social relationships and institutions as they presently exist. It tends not to encourage questions about whether those relationships or institutions are the best ones. Neither does it foster probing the root causes of some of the problems in the present system.

Research Reflections

Since this body of research was completed, the provincial government has re-instituted compulsory examinations in Grade 12. I feel that this will have significant impact upon the ideas discovered in this study.

First, province-wide examinations will tend to increase standardization of content and resources in Social Studies 30. This will effectively reduce the amount of input by individual teachers and decrease the variety of viewpoints experienced by students. As a result, the course will, more and more, serve the interests of the dominant society. Education will become more conservative.

Second, given the concerns about content and personal differences expressed by many of the teachers in this study about in-school common examinations, it can be said that these concerns will intensify with the arrival of province-wide examinations.

Third, teachers will become more concerned about meeting the requirements of the curriculum so that their students will do well and that they themselves won't be found wanting, schools will become more functional in approach and therefore, will have less chance to be radical.

Fourth, province-wide examinations may have the effect of decreasing the number and variety of additional resources used in Social Studies 30. The concern expressed by these teachers for presenting a balanced point of view may be replaced by a concern for meeting the requirements of the examination. Balance implies diversity,

and, diversity is dysfunctional in the face of objective testing.

Conclusions

A number of conclusions can be drawn from the present study.

A. Primary

1. The teacher's role, at present, is central in deciding which resources are used in social studies classes.

2. The conceptions of man, of society, and of the world which teachers bring to teaching influence their pedagogy, in general, and their selection of resources in particular.

3. Teachers adapt a curriculum and its resources in terms of their own view of the world.

4. In teaching, interaction occurs between the conceptions of the teacher and the conceptions of the curriculum.

   (a) If teachers feel obligated to use the prescribed and recommended resources or, if they agree with the views in the curriculum, the range of viewpoints which teachers make available in their classes will be as broad or as limited as the views contained in the prescribed and recommended resources.

   (b) If teachers do not feel obligated to use the prescribed and recommended resources or, if they disagree with the views in the curriculum, the range of viewpoints which teachers make available will be as broad or as limited as their own conception of the world.

5. Teachers' concern that resources present a balanced point of view is strongest when the curriculum and its resources do not include their own conception of the world.

B. Secondary

1. Teachers are generally conservative.

2. Teachers live their jobs outside of classrooms in that they are always on the lookout for resources.

3. Teachers depend on their colleagues for assistance.

Recommendations

The present study supports the following recommendations for social studies education:

1. More recognition and attention should be given to a teacher's role in the selection of resources.

2. Assumptions underlying a curriculum should be clearly stated in order to foster a healthy interaction between a teacher's and a curriculum's conception of man, of society, and of the world.

3. Consideration should be given to encourage further interaction between colleagues as they make day-to-day decisions about the selection of resources for specific units.

4. Curriculum developers should give more recognition to the fact that teachers adapt, translate, and modify a particular curriculum so that it includes his own conception of man, of society, and of the world.

5. The questions raised by the interest theory of ideology are beneficial for elucidating whose knowledge a curriculum comprises.

6. Resources provided with a curriculum should include multiple conceptions of man, of society, and of the world which exist in the world.

7. Research in social studies education should give more attention to the role of the teacher.

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APPENDIX A

INTERVIEW QUESTIONS

1. Would you describe the resources you use in class?

2. How do you decide which books and articles to use?

   How do you select materials for a particular unit?

3. In what way(s) do you use pre-packaged materials?

   For example: (a) Kanata Kit 12 "Power and Politics in Canada: What Role Can I Play?"

   (b) The Grade 12 Teaching Unit "Should We Encourage the Development of World Government?"

4. Is there an adequate variety of viewpoints available?

   How do you select articles in order to illustrate a variety of views on a particular issue?

5. Citizenship is stressed in the 1981 Alberta Social Studies Curriculum.

   (a) How would you characterize a good citizen?

   (b) What does democracy mean?

6. On what sources do you rely for information on current issues?

   Why do you find it to be a good source?

7. For you, what are the most crucial considerations in selecting resources/interpreting curriculum for your classes?

APPENDIX B

INTERVIEW TRANSCRIPTS

Teacher A

Interviewer Would you describe the resources you use in class.

Respondent In Social 30, because of the way courses are organized, I really only teach the Conflict/Cooperation section and we use the new package that has to do with nuclear war. It takes a look at why conflict occurs and then why war occurs. We use some theoretical material that we add to what is in the package. We use some of the case studies they suggest. Next, we take a look at the ways in which man has attempted to insure peace that are provided in the manual. We follow the activities as to how do we save ourselves from nuclear disaster. We use that package, especially the first section of it before you get to the part where, how does man insure peace. We use all of it fairly closely but we do add a lot of things. For example, we add the theoretical aspect of it, a number of hypotheses by different people as to why war occurs, which the manual itself doesn't go into at any depth. We also add, for several reasons, a film strip on Hiroshima and Nagasaki earlier in that unit as well.

I. How do you select materials to add to a unit?

R. I'm not sure anybody doesn't select them slightly at random. If something passes through your hands that looks good you plug it in because it emphasizes a point. To some extent, the articles we use for the theoretical look at why war occurs, were added by a teacher that used to be here and we've just carried it on. Something about Hiroshima and Nagasaki, I don't know where that article came from. There are some articles from Atlantic because we have a subscription to it at school. Those are three different typical ways that would be added.

I. How do you ensure that students get a range of viewpoints?

R. That's a real problem. There's an EAV filmstrip and at the end of it they suggest several people's ideas as to why the war occurred all the way from a Marxist view, the dying gasp of imperialist capitalist nations and so on.

Frankly, I'd like to be able to provide more. The

package itself suggests two ways, the multiple-causation theory that sort of thing, and Stoessingers ideas of misperceptions of leaders. So those are the ones that are given. I have a friend I used to teach with who promised to send me some good stuff on it, Marxist interpretation of it, but so far he hasn't. Because of the length of the course those are the only two things we hit. We probably should be going to more unconventional ideas as well, unconventional in Western terms at least.

I. Are there any textbooks that go with this section?

R. There's a range of things which are actually quite good. Our Western Heritage, is pretty good, quite clear for this level. Stoessinger's book, I use for World War I and Arab/Israeli wars. The section on Arab/Israeli wars to me is written so I can hardly wait to turn the page. It is unusual in history books in that it's actually people making history. You never seem to get that impression from a lot of other books but Stoessinger is really good for that. We use the Feder series a lot. The Nuclear Arsenals: Security or Suicide, and the Nazi horror: "Who's Responsible?", another one the United Nations are three that we use a lot.

I. Do you change the teaching unit to suit your own needs?

R. A fair amount. Especially as we get through to the end of it. Partly because there's a rush for time but partly there's a whole lot of things there, really neat stuff there that you could use, but either you run out of time or it doesn't quite fit your flow. So, for example, after having used it several times we add a lot and we leave out a lot.

I. You mentioned time as a consideration; any other particular reasons that come to mind?

R. The time constraints have a lot to do with what I think people who teach Social Studies 30 think should be in the course. The body of the material is the same as when I was in high school some 20 years ago. Some of the people are still teaching it, or they were taught by those people. There's a thing of staying with the normal, just the historical approach to it. The way exams are constructed is an important factor. If you have a common

exam, because of the different emphases teachers have often it tends to be more traditionally accented than what is in the package. Part of the reason for spending a lot of time on traditional aspects in Social Studies 30 is that.

I. ... the other consideration in terms of deciding what pieces to use in a unit which things to leave off?

R. Well, it's amazing that the different people in this building that teach, pretty much agree on what's in the course. What's in the course here isn't necessarily what's written. Probably from my own point of view ... like I have this dread of vanishing in a mushroom cloud, blown in the dark and I instantly disappear forever, so I tend to lay more stress on, well my bias comes out obviously in the way I feel about nuclear power. To try to lead students to understanding very clearly what the possible consequences of man's use of it are. So maybe I'd better not discuss that now, that's from my personal bent. I also, typically get, but we don't spend a whole lot of time on the cooperation aspect but that probably for the same reasons. That I really believe in what the threat of it is, getting it to that point that, if nothing else, to make us aware of other options on how we're going to survive. I'm ahead of another teacher at this point in terms of treatment of traditional material. I treat them purely as case studies in trying to assess what causes war. We have these case studies and I tend to treat them as such, where the other person teaching it tends to do it for his own sake. As far as the body of materials goes, he's way behind me. So I guess a lot of it is what I personally like to accomplish.

Partly the time constraints, and the balancing of the new approach to dealing with Social Studies 30 in the traditional approach. The other thing is, again, what I want to get out of it or what I want to make of it myself.

I. One of the things that is stressed in the new curriculum, is citizenship. What is a good citizen?

R. As far as the citizenship aspect goes, this little circle that has all the different steps that you're supposed to follow, certainly the process of inquiry and one little arrow that sort of shoots off is social action. I guess I like to stress that, in some courses it is easier than others. For example, we just had students union

elections and I teach a course on Canadian politics. We work parts of the curriculum into it to fit wherever we're at. For example, one of the girls in the class is running as vice-president of the students council so I let them do that in the classroom for two or three days.

In some of the grade eleven courses, population and production unit, there's a focus on the concern about the depletion of natural resources. That's a really good one to use for them to translate some of their knowledge into social action. I might use a simple gimmick like that. I would say I'm going to take some action now on energy conservation and I walk over and turn the thermostat down and turn the lights off. I don't know if that saves very much natural gas or whatever, but maybe turn the lights off because fluorescent lights make you sterile or something like that. The point is that each individual can make quite a difference on some issues if they just do things. I have another silly example on saving energy that we do - one brick that displaces one litre. We'd figure out how many toilets there are in Edmonton and how many times they have been flushed today and look at how many litres of of water we have saved and wonder how much energy that takes. It's in the millions and millions of litres of water. I don't think I would take any direct approach to good citizenship, I think positive participation or a stress on the idea that when you're 75 years of age and you look back, ask yourself, have you added something to the world or taken something away from it? It certainly wouldn't be on the level of everyone getting up and singing "Oh Canada!" right before you go. That sort of thing. It's not that direct. I think it has more to do with putting something into society.

I. Does it come up in the sense of world citizenship in the conflict - cooperation topic?

R. That's a really difficult one because unless there is some fairly concerned action it's pretty hard on that issue for the individual to have any effect at all. That's a particularly difficult one for students to take seriously because when you're finished there is this sense of hopelessness. But I think also that you can be a good citizen by being aware of the issues that confront you. Then you've gone some way to being part of a world citizen. Sometimes somebody may write an ambassador to Russia or something and say can't you talk to your

people and ..., but I think in grade twelve it's focus on awareness.

I. If you want resources for current conflicts between countries what sources can you rely on?

R. Well, if you can get anybody to listen to it, CBC Sunday Morning radio, just 15 minute items. What I think would be a good idea is if you just set your tape recorder Sunday morning when you're sitting around having bacon and eggs or whatever, then you could end up, especially in an ongoing thing, with something pretty good, that's one source. I have attempted to use that but I've never in the end actually played it, something in the Falklands for example.

I. Why do you think that is a good source?

R. Well, to some extent it's the only source, I mean, good solid stuff. I think some of the reporting and the different sources, they're talking to different people around and you might get a little bit more complete picture than you would in say Macleans or Time or whatever. The medium is different, instead of saying, okay, you can read this ... here's something to listen to. As long as it's not too long and if there's a specific assignment that goes with it, I think it would be good. Again, it's well rounded and it's a different media.

I particularly like in that regard, As It Happens, too, but again that's a little bit hard to listen to because there's so many items of different nature that you would have to listen every night for an hour and a half a day. Most people just don't have the time. I have used CBC commentaries that I've been able to get, not necessarily on wars, but on issues and I've put them on a piece of paper. They're three minute items so it translates into half a typed page. That's a good size and they are usually quite provocative. I might use editorials because sometimes the following of events on the wars can be done verbally. Like, "did you watch the news last night?", and "What's happening?", you can really bring it up to date, well, here is an editorial comment on when the Falklands first started. For example, the Edmonton Journal ran an editorial that was rather balanced, almost to the point where some people at that time saw it as anti-British. It was just a good hard, thoughtful editorial and it generated a good discussion.

Probably the easiest things to use are editorial updates.

I. Do you feel that if you look around there is a variety of viewpoints available?

R. Oh yes, lots of stuff. Most of the magazines we get here are fairly typical. It's not likely you'd get too many unconventional things. We used to subscribe to Canadian Dimension but that was long and tedious sometimes, like a lot of other magazines that are hard to adapt to a class. To some extent you have to rely on your own, especially in the discussion. If you have something there for them to relate to, read, or whatever, in the discussion, you have to play a little bit the devil's advocate. I think, like I mentioned, my friend is a Marxist, it would be nice to have some stuff like that made available just for consideration. Especially since the whole thrust of the thing is to have students clarify their values, you've got to have a range of things for them to look at.

It just dawned on me, going back to some of the Feder stuff that I mentioned earlier, the one on "The rise of the Nazi Horror, who is responsible?" is a really sensitive issue. On the question of who is to blame, there's a tendency to want to start to point fingers and the Feder booklet on that has about twenty different readings. We're doing that right now, and it suggests all the way from some sort of stereotype about German mentality to follow orders all the way to the allies for not jumping on Hitler earlier and to pointing out the monstrosities that occurred everywhere. It's a human phenomena to a whole lot of different things and it strikes me as far as the print stuff that we have available to buy or on some curriculum, that that is one of the best treatments of any subject that gets to the point quickly and then with an unbelievable wide variety of views. As a matter of fact, I have a bit of an assignment related to that. People are supposed to draw their own conclusions after looking at that, we've studied some things and have seen some films. Make it a straight personal thing. To some extent there's too much there, we'll have trouble deciding whether this is a good point now. Some confusion is probably good. Who's right and who's wrong is strictly a judgment.

I. For you, what are the most crucial considerations in selecting your resources for a class?

R. It's reasonable and it's valid. What I would point out is that it's a valid argument.

I. How do you select?

R. I was going to say if it's a point of view that is well stated. But then I'm not sure I'd throw out something that isn't well stated. I've been trying to examine just a little bit the odd time it comes up, something about the Western Canada Concept, and they just straight lie. So to have the students read that and then point out the mistakes. For example, the classic is their business about property rights. Property rights aren't particularly constitutional, they read part 13 of section 92; it says property and rights of the province, what more do they want. Will you get over the head with it? So I would let them read something that Western Canada Concept is saying. This is our creed and we're concerned with property rights and all that stuff for the simple reason and the point being is to show the shaky ground they're walking on or the shakiness of their argument.

But generally, for learning purposes like who caused World War I, if it was a Marxist point of view I would think it would have to be something they can actually read and that it makes a good argument, better than some other stuff, that's all. So, the test of whether or not it's valid is their argument and if it is well supported. If it's a dumb one then I probably wouldn't use it.

I. Is it harder on some issues than on others to decide whether or not the person is telling the truth?

R. Oh, yes, part of that is the availability and also a teacher's limitations on what they actually know. How do you test whether or not it's a decent point of view. That's strictly--you do your best. Typically you probably don't have a lot of things to choose from so that limits it to some extent too. But, again, I would say everything else being equal, that it's reasonable and that whatever point of view it takes it does a good job of making it.

Teacher B

Interviewer Would you describe the resources you use in teaching Social Studies 30?

Respondent Well, I've taught Social Studies 30 for several years. This year has been the most different in that I've had to stress economics more. Up to this time we have been allowed to have a lot more flexibility within the curriculum. I've been probably a little more personal in my interpretation to the curriculum, but now with the pressure of a common exam, the insistence on having school wide common exams I am now conforming to that which is being carried through by the other members of the department. They are of course conforming to each other and to the general curriculum set down by the province so that for the economics part of the course I've had to scramble around to find material. I've been borrowing material from my colleagues here which has been very helpful: notes and handouts, various economic points, economic terminology, economic philosophy, basic economic systems. I tend to allow my colleagues to set the pace with respect to ordering certain films, and materials, especially films to illustrate different points between capitalism and communism, free market economy versus the command economy.

I feel uneasy because I'm not quite in as much control of the pacing as I was before this semester. I've taught the course six or seven times before in the past four years. I would feel much more comfortable if there were a single text on economics within the scope of the curriculum. The historical material events of the twentieth century, the two major wars, the Indian war period, the events since the Second World War ... these materials are easier to find. The students do have a text and there are any number of good general works, but my biggest personal need would be to have a text covering the economic portion. I get the feeling, this is again because I'm teaching more economics for the first time, that I kind of muddled through, basically with the help of my colleagues.

I. Is that because of your unfamiliarity with the subject?

R. Unfamiliarity with it, yes, and also I want to make sure

that since we are making up a common exam, I have to be fairly close to what my colleagues are doing. That's no hardship. It's just I don't feel as comfortable.

I. How do you decide which textbook, or what articles to use?

R. Usually, under the direction of my colleagues. I ask them which terms, which concepts, they are presenting, keeping one eye always looking ahead to the final which we're going to be sharing. I'm under a lot more pressure to conform which is just not something I've done a lot of or at least not a total lock-step. We're into a gentle, civilized kind of lock-step approach.

In the history side of the course, the wars and the inter-war periods, post second world war period, various political developments, its much easier to conform without very much contact. You just follow through with things chronologically. But it's the economic side ... there is a much wider range of possible choices of what to teach. Economics is an enormous area. Do you mention the consumer price index? Do you mention the gross national product? Do you mention balance of payments? And if you leave it out and your colleague mentions it, and he makes up a test on that, it becomes a bit of a worry. If we had a book ... We have a book on the history side and I don't think it's as necessary. We don't have a single book on the economics side and I think it is more necessary. This is a weakness in the current state of the curriculum from my point of view.

I. All of the prescribed textbooks are essentially history?

R. Yes. I attended a brief luncheon afternoon seminar on the material and got a lot of tips on books which are being used in other high schools, but I think we have to get together here in this school and agree on a general simplified economics workbook and a book of terms and concepts. We haven't gotten quite the unity since we are moving toward a unified exam. I don't think we have the uniformity of structure in the teaching methods. The problem is because of the end obligation of a common exam. If we were independent, we could test only on the terms and concepts we have stressed. We have to reach a consensus which is hard to do without the text, without any more structure.

I. Why did you move towards a common exam?

R. The orders came from downstairs. It's something I have resisted quietly over the years, but the administration wants a common exam. I can't say that I am in disagreement with the principle. I think the ideas, school wide, city wide, province wide exams ... I think it's basically sound. It's not a perfect system, but I think it's a good system. I grew up under it and I think it's fair to everyone. If we can get a good reasonable, flexible course outline and then a good series of books, books that the students can actually have with them to refer to ... I think it's more important than handouts, things they can just put into their notes. I think a book, or a booklet would give everyone a lot more security.

I. Have you used some of the prepared resource materials, for example Kanata Kit 12?

R. I've never used any. Again, it's something I haven't been too familiar with. I haven't seized the opportunity. Some of my colleagues tell me that some are weak and some are good. They've mentioned especially in grade 10 some are good.

I. Are you familiar with the teaching unit "Should we Encourage the Development of World Government?"

R. No, not as such. Again I would think that that kind of philosophical question is something that would come in in the discussion of the post war period, and even in current events, but I think that the students ... I spend so much time going into the background of the current state of the politics of this end of the twentieth century. We do discuss the League and the U.N. which should be foundation for that kind of world government concept, but I ... just to throw it out there and say, "What about World Government?" "Everyone in favor of it? Right. Everybody put up your hands. Okay, good. Now let's talk about what happened in Viet Nam"? So it's a kind of a ... that's kind of a motherhood question ... it would be something that I wouldn't stress.

I. How do you select articles to illustrate the various viewpoints about causes of a war?

R. Well, I ... the students have access to a variety of books, including their textbook which is a fairly prosaic and straight forward account. I don't know if I consciously strive to say, "Now look at this point of view or that point of view," although we do have several films and filmstrips which present I think, a balanced view, although again I would tend to probably find more of a pro-British, pro-ally....

I. In putting together materials for your course, towards a common exam, do you discuss as a department what resources you want to include in Social 30?

R. Not intensely so, although we are all generally covering the same material. I noticed one teacher was, as I am discussing currently the rise of fascism in Italy and the whole major area of fascism as a philosophy, and my colleague was not finished and was still in the Russian revolutionary period. We had a film in on the rise of Hitler and which was ... we order films and they don't come in precisely as you are reaching the climax of your little talk. It was helpful to me because the rise of Hitler will fit in with the general discussion of fascism although it would have been handier to come three or four days later. We order the films in anticipation of being at a certain place because you do have to book ahead. It's not like you can just snap your fingers and get the film delivered at that moment. We all tend to move through the twentieth century history and political concepts, philosophical concepts, but ... I don't know if the one that you mentioned on world government wouldn't stress that philosophical concept as such. I think we stress the events and the coming of the crises of the inter war period, the rise of fascism, the depression and all its meaning. I think that in this school we perceive that as more important than general discussions. I haven't heard any of my colleagues say they have discussed world government.

I. The world government question is part of the teaching unit which has been developed by various teachers and put out by the Department of Education. It's a culmination of a long look at various wars, looking at the causes of war. "Should we develop a world government?" becomes the debatable question in class.

R. Well, it would seem to me that I wouldn't be too at-

tracted to that particular process of teaching. I would be more interested in discussing the events on a more specific kind of analysis, you know, the rise of Hitler, the coming of the depression, the road to war, the various actions within the war, what were the ... causes of the war and its two phases, the Japanese and the Germans, and the aftermath with the new Communist threat and the Cold War, but to kind of wrap it up and say, "Now, we're going to discuss about world government," I would feel uncomfortable. I would feel like I were just being rhetorical. I think that the more precise development of the events in the twentieth century is more efficacious in the classroom.

I. In the curriculum topic on political, and economic systems, there are a lot of terms - power, democracy, communism; would you describe what you mean by the term democracy?

R. You mean as I would teach it or discuss it? All right. Democracy is a political philosophy in which all the people participate in some meaningful way in the activities of government, if they choose to do so. One of the associated principles of democracy would therefore be liberalism. I don't think you can really talk about democracy in our modern society without twinning it with, or associating it with liberalism. We discuss the development of liberal philosophy ... John Stuart Mills ... is emphasized quite a bit. Also democracy is associated historically, not perhaps so much today, but historically it is associated with the capitalist economic system and the free market economy which allows for individual economic choices as to production and consumption.

I. One of the concerns in the curriculum is citizenship. How would you characterize a good citizen?

R. Somebody who keeps his dogs and his kids off my lawn! And I mean that and I tell my students that. But that's of course a kind of narrow, personal view. Now, what do I ... Bob, are you asking me what I tell the students, or what I discuss with the students, or are you asking me what I'm ... Am I trying to encourage the students to be something?

I. In teaching Social Studies 30, what is a good citizen?

R. Again, I spend several days talking about liberalism, John Stuart Mills, and the whole meaning of the concept of respect for individual rights, respect for minority rights. Again, the dilemma which Mills stated better, or as well as anyone, between personal freedom and self-protection the right of society to protect itself, and the dilemmas that continually arise.

I usually illustrate that government in our democratic society, noise laws, etc. I think I emphasize the idea of rights and try to get students aware of the other person's rights. Too often the students, in the course of youthful exuberance, they will talk about freedom, where they want to sit in the room, and have a chocolate bar, or a sandwich and they will bring them in here and I say "no" this is my room and I have a right to a clean room. This is all conducted on a very informal level, and, I think, on an effective level, too. Then of course, we go into the larger issues, perhaps the Palestinian-Israeli crisis ... whose rights are stronger? That's a dilemma. I don't know what the answer to that is. I try to illustrate that the government is constantly facing these dilemmas and I also make a case that people who are constantly criticizing are frequently ... glib, they are just parroting, and are taking cheap shots at a business which is very difficult. I emphasize that personally I have considerable respect for government in all its levels, municipal, provincial, and federal. I encourage the students, I think, to also have respect for government. Because it seems easy from the point of view of someone who just sits back and lets government make the decisions. I say they are making the decisions on the basis of what they perceive to be the general majority preference for a certain amount of freedom in whatever area, or a certain amount of control, again, from things as petty as or as personal as, cigarette smoking, to something as big as whether or not we should have conscription. The government is always facing these issues and getting very little praise. I always tell the students, I always give the government support. Whether it be Trudeau, or Clark, or Broadbent. I think they are basically pretty sincere men.

I. Do you use materials available in news media for your social studies class?

R. Well, do you mean current? I always try, I think every-

one in the department will try. It's easier for one thing to bring in some current situation to discuss some particular philosophical point, government takeover, government control, government intervention in the economy and should the government re-adjust the Crow rate is being discussed now. I don't think it's a particularly glamourous topic with the students, but it's in the media. I would suggest that most of the students, wouldn't have a clue. Again, you have to try and find something in the media, whether it be in the newspapers, the radio or television. The television is the prime source for students. I listen to CBC radio and I mentioned that I heard on CBC radio and well, I'm talking to people from another planet. Let's face it, they're all on Zenon. CBC radio is a joke to them. I mean they kid me about it. "Mr. , you're not on planet earth, planet earth is K 97, it's CHED." I say that's your perception of the planet earth. Through the television and the newspapers I think they pick up major long term stories. Of course, they're all aware of the Falkland crisis.

I. Do you feel that there are enough viewpoints available on various issues, e.g. the Falkland crisis?

R. On that particular crisis? No, although, again, my own bias, and the general bias of the culture in which we live, is, of course, definitely strongly pro-British. But I have myself said, even in the Time magazine I was interested to note ... I thought that it was quite fair. It did illustrate that the Argentinians had reasonable claim and that the British claim, the British were, of course, there since ... I used it to illustrate imperialism.

When we discussed the pre World War I period we talk about it and also as an extension of the capitalism ... and the industrial revolution of the 19th century. I thought that this article was reasonable. I generally present that the Argentines have a claim historically; there's a geographic ... I think people are thinking that the Argentines are making a spurious claim, geographical claim, but there's historical, because there were Spanish on the Falklands. Then we talk about the fascist society versus the liberal democratic society, so there's all sorts of things going on. I think the media, in general, they give this. If I present something, perhaps a more in-depth analysis, I'm not sure that I'm

deeper than anyone, except they have to listen to me because there's no other distracting source. They don't watch "Face the Newsmen," or the "MacNeill Lehrer Report," which is probably as good as anything I ever do. I do think that the media tend to reinforce what I say. I think it's basically television. But I have no major quarrel with television ... I think ... it's their right to be ignorant, to choose the shallow over the meaningful. And they certainly do. And I kid them about it and they accept it. They know they do it. I chastise them, in a good natured way, humiliate them sometimes ... It's always friendly. I say "Listen there's good stuff out there, you can pick it up. You don't have to watch "Three's Company" or "Dallas" or whatever awful, trite stuff." I know they do listen, so I think the material is out there in the media, in the newspapers. Basically I think the media is doing a good job and I think it's effective. It's helpful to me. It's just prodding the students, teasing the students, insulting them occasionally, it's more teasing.

I. As a concluding question, what are the most crucial considerations in selecting resources for your class?

R. I would guess the simplicity of language and illustrations, something that they can read and build on from their own experience. Again, I'm thinking especially in economics and politics, because these terms are the least familiar to them. When you mention things like Hitler and Nazism and ... there are some things, which, just through the weight of our culture, they seem to be more familiar with. In economics especially in politics, a little bit, but not quite as much. Economics, I think, is much more a new field to them, and so the vocabulary, the terminology is difficult ... It's got to be simple and straightforward with illustrations which are very practical to their lives. I think in economics, it is essential to have data that's up to date, because you know there's a lot of statistics in that too. I feel the same way, that if I'm reading something about the Alberta economy of the 1960's even figures of 1975, it's too dated.... It doesn't interest me. It seems that so much has changed.... It has to be up to date and relatively simple. The material in the more historical topics, I think is good. I think there's an abundance of good material so there's not a problem and it's easy to read. Again, it's something which the students have

already had a moderate background in. This is what ... I would say we have to get something in economics and political science. We have to remember to start with basic terminology and personal, up to date illustrations.

Teacher C

Interviewer — Would you describe the resources you use in class?

Respondent — The textbooks on the list, not all of them obviously, but the major titles. The department has purchased a number of other resources that have been suggested by members of the department. Outside of that, other materials which either I have of my own, that I have purchased, or that I have access to and obviously the newspapers which I get in my own home. The department also purchases subscriptions to major magazines and those magazines are in single or double copies. MacLeans and Canada and the World we receive in class sets.

I. Do you use a number of different textbooks for the same topics?

R. Well, the curriculum demands that the kids see the course material from a number of different perspectives so a single book is not simply used as a single title. There are a whole series of references that may be called in to develop a particular concept. In that way, then, the student sees that there is a connection between learning and using several different books so that they don't get a strict interpretation from one particular author who has a particular bias. That way it's tried to be handled within the realm of the curriculum.

I. There are various reasons and views written about the causes of World War I. Are these different views contained in the prescribed textbooks?

R. One resource that we use is Issues and History. We have single copies of it and we duplicate it. What it does is take a whole series of readings on various issues. It will print eight or nine different paragraphs from prospective authors on particular issues, so the kids see there are different ways of looking at the issue. We supplement that with videotapes of various programs. We have a pretty extensive videotape library which we use a significant amount.

I. Have you used Kanata Kit 12?

R. I have made some attempts at using it but then I've just cashed in because the reading level is too hard for grade 12. I don't even know how it got in. Somebody should've done a reading analysis on it and I don't think anyone did because they would have seen that university students would have difficulty with large portions of it.

I. What do you think about some of the ideas in the kit about the relationship between power and politics and economic control?

R. They are handled but, because I don't use the kit it means those concepts have to be filtered in elsewhere. Now when you take a look at say your grade 12 curriculum, you have your A and B topic. Both of those two topics, in order to develop them at a reasonable depth, really would use the full year, and that would also use your time that should be used on current events materials so that I'm a little bit negligent in not using that Kanata Kit but I think my reasons are sound because I don't think the kids could handle it then I would have to sacrifice the A topic or the B topic and really cut it down.

I. Do you use the teaching unit available for grade 12?

R. We've used it for three years now and it's good to a point but it requires additional material. We use that unit, it's effective, the unfortunate thing is that if you were going to do that teaching unit justice, you'd start in September and finish in May.

The teaching unit comes up short in a lot of areas. It makes a whole series of assumptions of the content kids have got by grade 12. If a kid comes through using the curriculum from grade 10 and 11, he cannot make the jump into the grade 12 teaching unit, because it makes assumptions that the kids know something about Vietnam, World War I and World War II. The unit does not teach those three wars in any developmental stage. It just makes the assumption that, well guys, you know all about it so lets put them in. So, you take the whole unit and you teach it, and what I mean by teaching is following the recommendations, not necessarily using everything but using a significant part of it, but pick and choose and then add and subtract to build up content material so the kids find that they are able to walk away from it.

I. Are you saying that one of the problems with the teaching unit is a lack of historical context?

R. Well, material is just simply not there. The material comes up short.

I. Does working together as a department affect the selection of resources for class?

R. The basic content material is common because the kids will write basically the same exam. This happens at Christmas, Easter, and at the end of the year.

I. Do you insure that all students receive the same materials?

R. Yes, with a different slant because of the different people who are involved as teachers. My point of view is going to come across in a different way than in Mr. _____'s room or Mr. _____'s room.

I. Would you give some examples how that might come through?

R. Well, I don't know whether I can or not. The only way that that can come through is because the readings I've done, the text materials that I have access to, and my area of interest. I bring it in quite frequently in class and present the kids with various perspectives but I mean that's like asking what is the difference between my personality and another person's personality. For me to try and verbalize that is virtually impossible.

I. Does it come through when you decide to use a certain TV program and another instructor does not?

R. No, because the videotape material is basically the same. One person's emphasis might be different than another's. Again the same contextual slant is there so the kids can cope with an exam. So if I put a question on that deals with a particular videotape and another kid comes along and writes the same exam and has not seen the videotape, then he's up the creek. So the questions on the (common) exams have to be general enough that kids can answer them despite my teaching personality. I can handle that by just doing that in the classroom. Just giving them an assessment in the classroom which

will reflect the slant that we have taken in class. Then I know that if they pass that exam to another teacher they could never do it because they didn't take that perspective.

I. In selecting the resources you would use in class or that you as a department select, do you consider the viewpoint of the material?

R. Well, you have to, the kids are going to have to learn that. That's part of the learning process. But the viewpoint sometimes is not implicit in the article either because in order to get the full background to it you have to know some of the background of the author, where the material was published and so on. But the kids in the cursory reading of it, they're expected to identify what the perspective is of this particular author. The Kanata Kits and the curriculum encourage that at all levels. It is constantly saying, "what is the author of this? What is the author of that?"

I. What does democracy mean? What do you take it to mean?

R. In other words, what do I teach? That is a concept which addresses the fact that all people are basically different, and we've got a system of government that allows for those differences to a point where we're able to work together, as opposed to a non-democratic system, for example the Soviet Union or the fascist states, which does not recognize individual differences, encourages people to be automatons who work for the goals of the state and so lose their individuality.

One of the things that works this out in grade 12 are the two terms: "human dignity" and "human survival." Well those two terms you can use all the way through no matter what concepts you teach. When you teach, let's say democracy, you can ask: does democracy hinder or contribute to the concept of human dignity? Does fascism contribute or detract from the concept of human dignity?

We are kind of at an advantage here because of the religious aspects of the school we can say: in terms of Judeo-Christian philosophy, does democracy enhance or subtract from the concepts of Christianity? The kids can deal with that in various thinking ways so that they can deal with it as a political system, they can deal with

it as a humanitarian system, they can deal with it as a system of human freedom. I try to teach it in terms of getting the kids to know the etymology of the word too. I just get them to take a look at the idea that it is a system that allows for and encourages individual differences.

I. How do you see Social Studies playing a role in enabling students to become good citizens?

R. When you take a look at the unit of study, at grade ten, they have a couple of things at the grade ten level which the kids apply. They can take the human rights issue and that can mold their personality and make themselves a little more self-critical in the way they handle people. Grade eleven, population and production as an example, that thing is too big a topic and the kids end up thinking that they are part of a small wheel on a huge, huge process, and it'll have no effect. Likewise in Social 30, you have the issue on co-operation and conflict and again the kids feel small. There are the little things that they try to build in, let's say social action, and they ask, "as a citizen, what would you do?"

I encourage kids and they've gotten out and done a few things in that area. But to try to develop a good citizen in Social 30 is difficult with either A or B topics. The only thing you can do is make the kids a little bit aware of what's going on. That might be the only definition we have of a citizen, somebody who is aware of the needs of others, and if given the chances, is prepared to take some action.

There are little things that might crop up during the year where the kids might get a little bit concerned about it, and I say; don't talk to me about it, do something about it. Write somebody or make an appointment and go see somebody. I don't care what it is.... But the topics themselves don't let anything because after all, in co-operation and conflict, what do you do, write a letter of protest to Brezhnev and the presidium of the Central Committee and say we object to this and this? Or, to send one to Alexander Haig in Washington, saying we object? The kids realize that, a lot of those I've taught over the last two years, I've had them once in grade eleven and grade twelve, there's a lot of things they can get into and they say well what can we do now, and you have to admit that there's not very much they can do. So, the only thing that you can say is to have the

kids come to an understanding that their role, at least in those issues is to become knowledgeable.

I. Does that awareness, that becoming aware, hinge on the resources that are used: the articles and the magazines?

R. Yes, if they are used. Because there are a lot of Social 30 classes and a lot of classes scattered through the province where the textbook is a bible. The textbook has been given to the teacher by divine revelation and it has no errors in it. It's giving the truth as it should be given and the teacher handles it exactly that way. You go from one classroom to the next and you will see a big difference in the way that things are being held.

I. Would you give some examples of the different views that you might come across in the magazines that you have for resources.

R. Well, like Maclean's of course is going to be an American-Canadian version. Canada and the World, of course it deals with things on a topical point and their issues change from one month to the next, sometimes they coincide just beautifully, other times you have to go back two or three years and a lot of things can happen to peoples perspectives in two or three years. So the only thing that the kids can begin to see is to take a look at newspapers, whether it be Manchester Guardian or the Journal or the Sun and try to take a look at things that way. It's pretty hard to do it because schools are caught up with resource problems and you've only got so much money, but I know the curriculum encourages this.

But you have to realize too, though, we've got a crop of kids now who are primarily concerned with their job. Their secondary concern is school. That changes the whole perspective. Ten years ago it would've been a different story, but now, we're not even close to that. We've got kids now, who are working 40 hour weeks outside of school. So, when you start talking about good citizenship or bias of an article, many of them couldn't give two hoots and a holler for that because many of them know they're going to be off earning money and that's really what's going to count because that's going to put gas in the car.

I. Should point of view become more of a concern?

R. It should, but we're powerless to make any real changes. The only people who can bring anything to bear is society in general. Maybe this recession is going to have a good effect, it's going to kick a lot of kids out of the work force and employers will take a little bit more realistic attitude and say; why have a kid working 40 hours when I can have a man who's got a family to support, he should be having that job. Maybe in a little while we're going to have a lot of kids walking the unemployment lines and they'll start getting their priorities straight again.

I. In conclusion, for you, what are the most crucial considerations in interpreting the curriculum choosing resources for class?

R. Well, first of all, do I understand the philosophy of the curriculum? Because if I can't understand the philosophy of it then I can't apply it. And then if I don't understand the philosophy, then what is being made available to me so I can understand it. Now, once I overcome that, will I have the resource support in order to do it. Also, when you get a new curriculum, everything that I've read in the last little while, it deals with everything from a teacher perspective. But it doesn't, I have never seen anything developed on the side of the student perspective. Because when you open up the new curriculum you're telling the kids that what they've been doing at one time now has been radically altered or has been altered a little bit. So they come to you next year and say, "How come we're doing it this way?" or "Why are we doing all this?" Or else they say that in science everything is out of one book then how come we're taking it out of five or six books, or why don't you dictate the notes to us. I think what we should really consider doing is start, you know I was on the Provincial Social Studies Council in In-service recommendation to the minister. It never struck me till a little while ago, that we didn't even address the kids. We talk about in-servicing teachers, we haven't in-serviced these kids.

I. What happens if you have one approach in one subject area and a completely different approach in another as well.

R. That's right, and science will take one approach, math

will take another but they're relatively the same. English will be way out in right field and Social Studies will be somewhere else and so the kid is going to take several different personalities when they enter the school system and so then the kid comes out of a science class where all the materials are hard and fast. H_2O is water, and under a certain heat, certain pressures are going to behave a certain way, given. But when they walk into a social studies class and they say, here is a person given a certain series of circumstances, how is he going to react, well, that depends on the whole citizen. That's pretty hard for the kids to swallow, one or the other is wrong. And you see that science is wrong or you are wrong.

Now, which is easier to learn? The one that is easier to learn is the one where you have the problem, you have the solution, and it is right in all circumstances. But in social studies we talk about process and there are very, very few other disciplines, if any, that teach it from the point of view of process, they'll say there's a process of learning that's all teacher imposed. And there's no process in any other curriculum which requires the student to put in a significant amount of effort into the development process. And that's pretty hard for a lot of kids and when they're carrying six classes a day they have literally, six different personalities. And then you add on top of that that they have to consider you too, because how come the kids in so and so's social class have to do this and we have to do something else, and really what they're saying is give us the easy way out because all this B.S. doesn't make two hoots and a holler when we get out to Canadian Tire because all the manager says is move that pile of cartons on to the floor and mark them. Done, there's a pile of cartons, I know I satisfied my job. When the cartons are moved the pallet is empty, I've got empty boxes and everyone of the packages on the shelf has a price on it. That's tangible, I can see it. Come the 15th and 30th of the month I get the other tangible results.

I. How do you take the Argentine/British situation, the whole consideration of this leading up to a war. It simply isn't step 1-2-3-4-5, how do you build into a curriculum that, in fact, a lot of the systems aren't made that way, even though a lot of their work assignments may be.

R. They have to realize that there are certain universal principles that apply. They are not hard and fast principles, in the sense that there are only one or two courses of action in that principle, when, in fact, there might be 200. Then you go to the next course of action and you might have five or six hundred approaches in there, but you see them segmented in that way. That's really, it's the only way you can do a lot of this, you say, look, there's the Falkland Islands issue, there's the Middle East issues, but the kid is going to come right back and say, what difference is that really going to make for me? And you have to be pretty honest about it because, in essence, it's not going to make too much difference, really, to Joe Blow average student in the classroom. So what really does happen? And really, the Social Studies, I think works on the basis of curiosity. The kids are there because they are curious, they are kind of interested. They've got that interesting curiosity about them that doesn't exist in any other discipline. Like the study of history. A historical philosopher will say, if you understand the past, and know the past, then you can appreciate and understand the present. Well, whoop - de - do! So I understand that all of these things are happening to me but really it doesn't make much difference to me. So what are you appealing to? You're appealing to the kid who is into intellectualizing things, who is kind of philosophical, because a lot of them aren't going to see a connection between what you're doing there and what is actually happening in the real world.

That's why I say in terms of citizenship, a lot of these things are too big, although in grade eleven I've had kids go down to the provincial legislatures and prepare reports, recommendations for actions to various minister offices and they've done that and they got a big lift out because here they were able to sit in Merv Leitch's office, and say these are our considerations, how do you respond to these things? That's when they began to see some of these things taking some action. Usually the program just doesn't offer that.

I. Earlier on you mentioned the philosophy of the new curriculum. How do you handle a difference in view on the way a curriculum may describe or set out a topic and your own view?

R. If the curriculum, I think, takes a view which runs

counter to my particular philosophical view, my moral or religious view, I'll come right out and say it, and I think I can do that. If I were in the public system, that would be a different story because a lot of these things I'd be offending this person's religious perspective. The kids know where I am, I'm a touchstone. They can complain about it, they can bitch with me, they can do whatever they want to, but at least they know where I am. If I find, for example, the grade eleven curriculum, that there are some, what I consider to be, in the area of the reformation, there are some areas in there that are written with a definite anti-Catholic bias. And, in fact, some areas are philosophically and conceptually wrong. The way things are written are not the way they were. So, in essence, when it comes to dealing with these things, you're going to have to say to the kids: this book says this and this and this, it's wrong, because the church didn't hold those positions. Or, that this was not the thinking of these people at the time, where you have to understand from a broader range of things, and I don't hesitate in bringing those things forward. I don't think it alters the curriculum. I think it gives the curriculum the colour that it should be given.

Likewise, let's say if I were a teacher in the Talmud Torah School, obviously I'd be taking a look at the Holocaust and maybe even the treatment of the Jews, and medieval Europe, and Reformation Europe, I don't care where they were, from a different perspective and they'd look at the curriculum and say, what the heck. Jews aren't even recognized in this thing, and look at the only way you look at them. That's wrong. I'm going to teach it this way. I think that's important. That's one of the reasons that I could never work within the public system. Because I feel that there is something to be said and I feel that the kids want or expect some direction, I feel that I should be in that position without having to say, "Well, somebody might be offended" so therefore I better not do it or some parent is going to give me a call and say what the heck are you doing? I know you're teaching my kid this and somebody else's kid something else.

See, in this system it is not a pure Catholic system. In my Social Studies 20, I've got Lutherans, I've got Anglicans, I've got followers of Islam, but I still try to be open and fair and at the same time not critical and say, well look, during the medieval period look what you did to those barbarians in the Middle East.

I try to come back and say look at the Middle East, the rest of Europe was wandering around the gutter and you couldn't walk the streets after dark yet if you went to Islamic Europe, street lights, paving, police, you were safe anywhere. The great level of medicine, science and astronomy and look at the benefits that came from it. The curriculum tries to deal with things in a sterile position but I don't feel obliged to take the sterility out of it because kids don't appreciate that.

I. I suppose I wonder for myself as well, is it possible to treat a topic in that sterile manner?

R. I think if you want to be inoffensive you're going to have to. For example, in the grade eleven Kanata Kit there is an issue there, because I validated that grade eleven Kanata Kit, and also I had a background on teaching marriage. So when I took a look at it there is an issue in there on abortion and I put in a word of caution when I looked at the original stuff that the way they had presented it, they had a couple of ideas in there about abortion and they were just going to let the kids make some judgments about it. Well, those things were pretty patchy and you're passing stuff on to kids considering that they're on a level of thinking of eight or nine, well, they're not even out of level two or three and you have to, the teacher has to be fully aware of it, it is very, very sensitive topic. It's got to be approached with a great deal of empathy as to where this mother was. You've got to approach it from where the kids are and you've got to bring some reconciliation between the two.

So what they ended up doing was dropping a few of the references because they had the impression of what was going to happen is that Joe Blow agnostic is going to say, well, what the heck, a mother should abort, what difference does it make? And just as casually as that take a very complex issue and in two seconds toss it out the window.

I don't know how anybody can teach. The grade twelve curriculum is morally oriented, the grade eleven Kanata Kit requires some moral judgments to be made, and the minister comes across with the statement saying we want you to teach a hierarchy of values and here they are: da-la-da-la-da-la, without realizing that you have a lot of people out there who are amoral or called a moral code which might not be quite in

agreement with David King.

I. Is that why selecting resources becomes important?

R. The thing is you don't want to be at the point where you're telling the kids how to think. Here's a set or resources that only reflect this point of view so you give it to them, then the kid stumbles across something else and says what is this? Nor do you want to say here's a whole pile of resources, these are the right ones and those are wrong. Because that's prior to the thinking process the students should be able to go through. Not in the sense of rightness or wrongness but here's a position I can hold and here are my reasons for holding it versus here is a position I can't accept this and the reason I can't accept this is for these reasons.

I. And as a teacher you want to be able to take that position when needed?

R. Definitely. I know from long experience that the kids expect me to take that position. Ultimately they expect me to say where I am and that's the reason in essence why I'm a successful teacher in the marriage program is because if a question comes up I simply will not dodge it. I don't care what it is because the kids are really seeking for answers in a world which is not giving them answers. But I try not to give them the answer. I give them: here is an answer, this is my thought, this is how I arrived at it. Now you can accept or reject it by formulating your own. But they still want you to give them something and I could never be in a position where I'd be expected to not reflect of too much.

Teacher D

Interviewer Would you describe the resources you used in your Social Studies 30.

Respondent Yes. In Social Studies 30 I use a combination of some of the prescribed textbooks, like Modern Perspectives, Our Western Heritage (Roselle & Young). In the conflict and co-operation section, I tend to emphasize the historical development from about 1870 ... more in line with the way perhaps we were teaching a while ago and adding new themes. I also use a book called Property and Profits in the economics unit as well as Heilbroner, and a portion of Fenton's economics system. In fact, what I do in most instances with the Social 30's is use printout materials or things which I xerox, magazine articles, exercises in economics in terms of micro-economics, supply and demand, a lot of articles on sort of the Keynesians as opposed to the conservative economists in doing analysis of the capitalist economics. To do Marxist economics, I generally go directly to readings from Marx and their other printout materials. Its a combination really of prescribed textbooks, some alternative textbooks, like Property and Profits, which I picked up at the university, and various printout materials taken from a number of sources that I use as printout material or short articles. I usually design a few questions to answer as they are reading an article so they can discuss it.

I. How do you decide which books or articles to use?

R. The basic approach here, is to look for, first of all, a prevailing view in the society. Now, again, there is some difference if we are talking about economics. Of course, the prevailing view here covers a range from Keynesian economics to the new conservative economics, applied economics, Friedman and these people. That's what I'm looking for there, to give a range of opinion within capitalism and then to provide an alternative, let's say a Marxist economic analysis.... In the case of Keynes the standard textbooks sometimes don't do too bad a job on that and they haven't really caught up much to the supply side of economics. It's a very difficult thing to explain to begin with and mostly it's from magazine articles and that sort of thing.

What I'm looking for here though is alternative approaches within. I guess I select my material under my own political understandings and it's important for me to examine the prevailing view and alternative views to that. To use another example, I also try to go to direct sources as much as possible, to primary sources. For instance, if we're doing in Social 30 the whole question of the Middle East. It's one that I found to be particularly poorly done by textbooks. They are very biased. There is seldom, for example, the Palestinian point of view. For example, you don't often get anything from Yasser Arafat which is something you need and you also need the Israeli position, usually that is given fairly well in textbooks. Even then they tend to stay away from primary sources, but you can pick these things up, things I've used in the past, things like Golda Meir for example on the Israeli position. That's why you have to go outside textbooks to find things because they're not always as unbiased as they should be. I try to get a broad range of opinion, something that will really create some debate, that will bring out the fundamental differences between groups on issues. I think a lot of things we have, have not done that sufficiently. Instead of talking about the Palestinians, they should go to Yasser Arafat and let him speak about the Palestinians, that would be my point of view. I think that's the kind of thing I look for.

I. You want to let the viewpoint of the person come through?

R. Yes, in economics when we read Adam Smith, we do an analysis of Adam Smith. Sections of it, and again if we take his book <u>The Wealth of Nations</u>, that's a very difficult book to read, almost impossible to read, but there are sections and excerpts from Smith that you can use. Fenton doesn't do too badly ... there are a few two page excerpts and that kind of thing. Also Heilbroner and the Worldly Philosophers doesn't do too bad a job here. He sort of mixes the narrative with primary quotations. In that case, with Adam Smith's book, you have to do that because books aren't written in a way that's easily understood. And that's a greater danger, that we tend to go too often to the interpretation than to the primary source. So if we can get a good primary source we should use that.

To do Marxism, I think you have to read Marx and things like <u>The Manifesto</u>, its particular political

economy, things like that. There's a lot of quotations, there's lots of data on Marx, as a matter of fact, short articles, essays, there's no problem with that. There's greater problem in a way, I find, to get good analysis, sometimes, let's say of Adam Smith. Now, the thing here is I begin to look for things.

I. Are articles on Marx, for example, available in prescribed textbooks?

R. No, they are not. At best they will give them a quotation, or usually it's a summary. You take most of the stuff, it's a summary of Marx, it's somebody's interpretation of Marx. An interesting thing in Roselle and Young I just ran into. When they did Marx ... it's one of the only times in the whole book that they offer a critique after each statement that they make. First of all they interpret him and then they offer a critique. Often times the interpretation isn't quite correct either, not as accurate as it could be ... it's not refined, it's not sophisticated.

I. Would that make it inadequate for students' interpretation--students' understanding?

R. I think so. There's not enough there, not enough ... you may have two or three paragraphs on Marx or even a page and it's just not sufficient if you are going to understand it. It's better to do fewer things and understand them well. We are trying to cover in terms of historical approach of events and in terms of various philosophies of real life ... we try to do too much and don't have enough depth.

I. Earlier on you mentioned reference to historical developments of the 20th century. Would you describe how you handle an event like World War I?

R. Yes. First of all in the standard textbooks I found, do a reasonable job in terms of outlining events preceding World War I. They've done a fairly reasonable job, let's say, in presenting the Austria-Hungaria point of view or the Serbian point of view in terms of that kind of thing. They don't do too bad a job and I would use that sort of textbook material to develop some of the events and to set the stage as it were for analysis. The textbooks do provide an analysis although they don't

really say where they are coming from often. Often the Trueman text Roselle and Young, both I think are weighed toward the sort of Sidney Fay multiple causation approach to World War I. There were a number of factors, nationalism, economic rivalry, arms struggle, poor statesmanship, all these sort of multiple causation factors. And they don't always say where they are coming from but they do provide that analysis and they provide that as the only analysis of World War I.

There is seldom a Marxist analysis of World War I. They might mention in passing a Marxist who wants strictly an economic cause and they don't explain what that means. They don't explain the analysis that's given. For example, a person like ... who gives a detailed analysis of World War I from a Marxist point of view and provides some pretty strong arguments and data. None of these sorts of things are provided. So, in that sense World War I, to me, has always been a good example of the pretence of objectivity, but lacking in substance. In often times, what we do is describe events and symptoms, the Depression is a good example as well. The Depression is analyzed in terms of symptoms. There was a build up of stock inventory and growing unemployment and the stock market crash, etc. These, of course, are all features of the Depression phase. But then it stops there. There some books try analyze saying things like people buy on margin and that sort of thing. But then again, I don't think there is a very adequate attempt to really analyze why the Depression occurred. They don't even to Keynes analysis of the Depression. Certainly they don't often give a noncapitalist view, that somehow relates back to the question when you said how do I select sources. One of the things I look for from my point of view of thinking, is that to provide alternatives, the main thing that I use to distinguish things is that I look for a non-marxist or a capitalist point of view on things and a marxist point of view. That's my criteria for looking for alternatives to start with, basically. And then alternate explanations within each of those of course, there is no one marxist point of view or one capitalist point of view. Then, for example, the Keynesian versus the Friedman school of economics right now within capitalism. And within Marxism you have many different groups in terms of who really represents Marx. Is it the Communist party of the Soviet Union? Is it the Communist party of China? Is

it Albania, is it the Socialist Party of France, let's say? This reflects the division of the real world and it's an extremely complex one and often times I'm guilty of more over-simplification than that.

That's the kind of thing I would like to see curriculum as, as a wider range of opinions. The main organizing principles for me in selecting materials is that sort of capitalist versus non-capitalist viewpoint. Because I think that's the real division in the world today; the capitalist and the non-capitalist world basically represent the fundamental division as I see it, in my own understanding of the world. That becomes the basis when I'm presenting a course and selecting materials.

I. How do you as a teacher use the prepared materials like the Kanata Kit and the teaching unit?

R. I use them selecting bits and pieces where appropriate. In some instances like the Kanata Kit on population and production I find I use quite a bit of that material, it is very good. I find it's very well done. And again then, it does try to provide some alternative. There is some at least radical view of let's say the division of world's food production. There is a pretty good filmstrip in there of a different point of view. It falls a little short here on giving alternate theories of the problems of population. The Marxist, for example, don't view population as a fundamental problem. They view the problem as being basically an economic problem and population control will follow the complete revolutionary change in society. That viewpoint is still somewhat lacking, but, in general, I find that that population production unit is an example of a unit that is fairly well done. It's systematic, fairly thorough, and in depth of the question. It's well organized, I like the way it's done.

Some of the other Kanata Kits I have just taken bits and pieces. In Canadians and the World Community, a grade 10 Kanata Kit, well there's bits and pieces there. There is a section, Foreign Investment, that's not bad. A lot of the stuff, though, and look at Canadian Foreign Policy, and foreign policy in general, and the whole involvement of Canada in NATO, for example, is taken as a fact, and is not taken as a possibility that might not belong to NATO. The other position that we should not belong to NATO is not very adequately pre-

sented. In fact, the whole question of the possibility of disarmament, that sort of thing, might even be included in that unit of grade 10. I was taking bits and pieces of that.

I guess for me they are almost too prescriptive in terms of process method. It's laid out there step by step. I guess as a beginning teacher I might find it more helpful than I would now and I would sort of have my own schemes and strategies for doing things and I find that that's not particularly helpful but I won't say it might not be to beginning teachers. In fact I know one who is using one and likes it. In the teaching unit, the grade 12 one, there is a section on the effects of nuclear war and a look at the destructiveness of modern weapons, that kind of thing. That is a pretty good section, I use parts of that. Other parts I don't use quite so much. The grade 12 Kanata Kit I found not to be very useful. Again, I keep picking it up thinking I should be using more of it and finding that it just somehow misses the issues, it doesn't really get at the guts of things, politics and economics. Basically the unit is on politics and the political spectrum in Canada. Again, the political spectrum is that unit ends mostly with the NDP. It might be the political basis of electoral politics but I don't think it's the real representation of the political views of the country, particularly those that emerge during times of crisis. I think we're going to find that that unit is increasingly out of step with our conceptions of what's happening.

I. The curriculum stresses that we live in a democracy, what does democracy mean to you?

R. You've hit on one of the great weaknesses of the whole curriculum I think. What is often presented as democracy is "bourgeois democracy." And of course they present the view of communist democracy and they call it dictatorship. The development they do with communist democracy or the view of democracy under communism is completely biased and totally incapable of understanding that point of view. They should've gone to selections from Lenin or things of that kind to get a better idea. Regardless of how far the existing communist societies are from being democratic, in communist sense they're democratic right now. Nevertheless, the view should be presented, the objective should be presented. But we get, for the most part, the

picture of democracy as being basically dependent on capitalism and, consequently then, any other kind of system has got to be dictatorship.

The whole concept of freedom for example is closely tied to the concept of freedom to own private property. They assume that if you don't have the freedom to own private property then you are not free, you can't be free. That's just one point of view. It's the bourgeois concept of freedom within democracy. So, on the question of democracy it is a case in point of the bias of the curriculum. The textbooks, the Kanata Kits, the teaching units, do not present real alternative views on what constitutes democracy. So as a teacher, I have to supplement that, no, I'm not against, looking at de Tocqueville and other views of democracy but on the other hand you should contrast that to something.

I. What view of democracy do the students learn?

R. The way that they learn now, the democracy they have, that democracy is electoral-politics within capitalism and I think principally their view of democracy is that if you can vote you've got a democratic system. If you can vote for candidates you've got a democratic system. They don't look into the way in which these candidates are selected. I find that their views are pretty much in line with the general viewpoint presented by the curriculum as I understand it, all the way along, and basically their view of democracy is that you can only have democracy when you have capitalism and anything short of that is not democratic.

So, I think we do them a dis-service by not giving them the opportunity, to look at alternatives. The idea, for example, that a peoples' commune in China might be more democratic is something that is really not presented as an alternative and we don't really look at what are the conditions under which people can affect decisions that are important to their lives. To what extent does the worker in today's society have a democratic relationship with his boss? The good bosses may be benevolent but they're hardly democratic. So, again, this whole handling of democracy in my view is a case where our curriculum reflects a prevailing view of the people in power in our society.

I. In relationship to that would you describe the characteristics of a good citizen?

R. Characteristics of a good citizen. I think a good citizen is one who has developed habits of thorough investigation of events, issues before him. So, instead of, for example, swallowing the view that we've got to build up our arms because the Soviets are building theirs or they are building theirs faster, we should first of all, investigate thoroughly if that is the case. Secondly, investigate, look at some viewpoints and decide whether or not that is in one's interest. In short, a good citizen has got to be equipped with some understanding of alternatives that exist in the real world, alternative explanations. Be prepared to investigate questions thoroughly, to come to some understanding of the issues without sort of reflex actions. Take, for example, if we take a look at the situation in Argentina and the Falklands, it seems to me that the requirement of citizens in both Great Britain and Argentina is to examine this situation closely and to ask questions. Asking questions of the kind; how is this situation going to improve the quality of my life? What are the real motivations behind my government's actions.

So I think the good citizen has to develop a critical, analytic, investigative type of lifestyle. I think a good citizen also acts on some of those beliefs, when he thinks that it's important to take stands on things like disarmament or opposition to war. I'm not saying that all opposition to war is necessarily what a good citizen should do. What I'm saying is when one investigates and finds that things aré not justifiable in his view or not sufficiently justifiable, it's quite legitimate that the citizen takes a stand and opposes things. I think that that kind of tendency comes out of the educated person. People who have had the opportunity to seriously look at questions and issues and events, and examine alternatives.

I think, perhaps we'll bring that to the present situation, if social studies is presented as real alternatives then students would get into the habit of looking for the alternate explanations before they act. To me, that is the biggest role that social studies should play, is get people into the habit of looking at both sides of the question thoroughly before acting in a jingoistic way through reflexes and start accepting things just because they are told they should accept things. They should be above all critical, analytical.

I. Does a Social Studies 30 teacher have access to information to encourage that kind of citizenship, that kind of a student?

R. I would say for the most part as far as the prescribed curriculum materials, and I mean books that have been approved by the Department of Education, generally don't provide those kinds of real alternatives that people need to examine questions thoroughly. Now, do teachers have access to it? Yes, teachers have access to it if they want to dig enough, that's a question of how hard you can dig, and how fast to get these materials. I don't think we'll ever get into the situation where we're ever satisfied with having enough materials representing the real alternative point of view. I always find that you're always looking for better and better materials and more of the right kinds of materials perhaps. So it's probably an ideal but right now we are so far short of even approaching that ideal that in general we don't have easy access to it and to get access to it we have to do most of this on our own. And that's why I think it's important for teachers to have some extra preparation time so they are able to develop curriculum as they go.

I don't think you can ever have this all given to you. You can go a long ways to starting in that respect but in terms of current issues, curriculum can never be right up to date all the time. That's something teachers have to be on themselves. But it can be a lot of things on issues and events like World War I and things of that kind that there are a lot of analysis already available. In looking at El Salvador today, things are changing almost daily and our perceptions are changing daily, then I think the teacher has got to be able to dig and find those in current periodicals, the kind of thing and that's something the teacher has to learn where to find them who present an alternate point of view for instance.

I. Do the media in North America present enough of an alternative point of view on the issues?

R. No, they are very similar to textbook kind of analysis. They are coming from a particular point of view. They're coming from the point of view of those who pay for the advertising, and control by a large part what they say. Now, they don't send out little memos once

in awhile explaining to the news cast what they can produce or what they can say. It's just simply part of the whole, what has been referred to as the hegemony of the bourgeois culture. To stay in a position of power in the newspaper business one sort of has to toe the ideological line. For the most part if you take a particular commercial radio, their talk-in-shows, and people who handle these are generally right wing people in most cases.

Very seldom do you get non-capitalist points of view in a news media. There are some exceptions to this. The CBC Journal television program is doing a better job than has been done for a long time. You get people interviewed on both sides of the question in many instances. Perhaps we should look at this more closely in terms of developing our own curriculum. Now, we haven't got the kind of research dollars that CBC might have but that's one sort of thing. I don't want to say that the Edmonton Journal might not carry an alternative view sometimes, occasionally one will slip in there. It's not something you would expect. Certainly it is very unlikely that they would carry a series of responses let's say by Yassar Arafat to present news on the Middle East. They are more likely to carry one side of the question.

I. Would you name some alternative sources that are available to teachers within Edmonton?

R. The City Learner Centre has a pretty good selection of some alternative films. For example, South Africa. They have a couple of films called "Generations of Resistance," "Last Grave at Dimbaza," which do present an alternative point of view. They have other materials, slide tapes on population, on food crisis and those kind of things which examine things from the point of view of the underdeveloped countries. They have stuff on El Salvador which represents an alternative point of view. So that's one source. For the most part our film libraries in our Edmonton Public School system and the University extension fall far short of providing real alternatives although I did see one yesterday for the first time, I couldn't believe it, we've got a film called "Free Namibia" in the Edmonton School Board. It's one of the best things I've seen for awhile so it may be beginning to come in here but it's few and far between. It's one of the few I've seen that

have really been any good.

The University bookstore tends to carry a wider variety of books sometimes without alternative sources. There's a place called "Erewhon" books which is in nowhere spelt backwards. "Progress Books" which is a bookstore of the communist party provides alternative points of view. "The Canadian Dimension," a magazine out of Winnipeg, provides some alternative points of view. There is an American magazine, "The Nation" which isn't bad, where you get some alternative. These are the kinds of things that I would look for.

I. In conclusion, would you describe the most crucial considerations in choosing resources?

R. The most crucial consideration in choosing resources is that the alternatives in the real world are presented. The best thing to do would be to have the primary source documents from people representing those alternatives. Let's say Middle East: let's have Begin, let's have Arafat. If it's a question of disarmament. Let's have the Reagan Government's point of view, let's have the Soviet government's point of view. Not only that, there are those who would be opposed to both superpowers, by all means let's have their point of view. To present alternatives that exist in the real world, let's have the revolutionaries who are fighting this war in El Salvador, let's have their point of view in print, in film, in any source you can think of. And let's have their government's point of view in El Salvador. Perhaps the various other groups that are supportive of El Salvador from various sides you might have the Cuban point of view or the American point of view, Argentinian point of view, that kind of thing.

So, in summary, real alternatives have to be presented with curriculum materials. I guess it's probably too much to believe it will ever get that in our province. I think theachers do it in spite of the curriculum rather than because of it. And I think it would be nice to see us doing it sort of because of the curriculum but I don't see that happening immediately. I can't say that there has been, at least up to this point, that much control or that much restriction as to what teachers have done in the classroom. I think it's more a part of, well, we're sort of educated in this part of the world, with this part of the world's viewpoints so I guess it's somewhat natural that we might come out thinking that

way and presenting our own viewpoints in the classroom that way, but hopefully we could see other alternatives.

Teacher E

Interviewer Would you describe how you chose your resources?

Respondent Because we have an unusual resource center which has a book circulation greater than our library, it is not unusual for the girls to process two thousand books in a day here, out of our resource center. Through the years we have built up quite a reference library made up both of textbooks, and what you might call, theme readings, historical reading. We have a lot of, what we call folders, with parts of books in them, material we've gathered from newspapers and so on. We have this process going on in our school which started because this was an individual progress school. When the resource center was set up it was set up to enable kids to move through high school as quickly as they were capable of doing, and though that has been long gone, the effect of that initial thrust is still present.

Generally, in our courses we tend to use a great variety of materials of which the Kanata Kits tend to be one. I think our use of the Kanata Kits reflects the the project pretty accurately. Their status in the Department of Education, that is, the review boards, have pretty well said what we've been feeling. For instance, the grade ten kit, "Freedom and Control," we use a lot of stuff out of that but we find that, especially as a new teacher, that you lose yourself in it. It's like a swamp, you can go on and on and on and just kill it. So, we've been actually asking people to cut back on the amount that they were using because the kids were just becoming saturated in that particular mode of learning. Sheets, handouts, readings, discussions, that sort of thing. There was nothing wrong with it, but. "Population and Production," the same way, just lose yourself, it goes on forever. Incredible amount of stuff. So some of the people who did it for the first time this year said, well, I'm going to do the Kanata Kit. So they worked away at it, six weeks, eight weeks, ten weeks, and I started going around saying, "Hey, when are you going to start getting on to these other things?" And of course the results from their testing showed no improvement of learning over that which we did in three weeks. So, either our approach was wrong or our materials aren't really that helpful.

There are some really good exercises in it. Like little gems floating around and all that morass of words, like sifting for diamonds in the Kalahari Desert. Anyway, grade 12, the part on modern history, it just about follows that conflict and cooperation book that we've just been using forever, you know; starting with colonialism and working your way up through to the present. So I have tended and the other fellows tend, about the same way to follow that scheme. We tend, I think, to outline the history, saying, now this is what happened, what you might call the empirical process of history. Then for political and economic systems, we go back and look at the non-empirical parts, the philosophical, the economic, the political aspects of it and the mixes of the same, which cause countries to develop values, customs, a way of looking at things that bring about distrust and this kind of thing.

I. In looking at that survey of history, from the 20th century, what role do textbooks play?

R. We use "Viewpoints of World History," "Modern Perspectives," "Inside World Politics," and "Why Nations go to War." Pretty well all the recommended books and some other suggested books, but none of them do we use except in parts. This is in keeping with our general use of material, we don't like to be tied to a book, to use only one source.

I. Could you explain why?

R. We have a process whereby the students are assigned or are expected to choose resources that are suitable to the study underway. They do this both from the library and the resource center. But, let me give you an example of this sort of thing. I'm looking at the causes of World War I. We feel that that particular diplomatic and political struggle that went on, a la Bismarck is a tremendous opportunity for debates. I set classes up and assigned six people to each country that will participate in that particular struggle and then I give them, suggested reading lists and they also are free to add any materials that they can find on top of that. They have, say three periods in which to get their country's position clearly stated and divide up responsibilities. Then we carry out the debate for two or three periods depending on how much it is. This

approach means books get used in part. I think that is really the key to our approach.

I. Would you describe the various viewpoints that are available to a student?

R. They come up with all the viewpoints. Each country tries to shift the blame off themselves and place it on other people. So, in the process, all the various viewpoints that we've found in books are exposed plus some unique ones which the students come up with themselves which aren't really scholarly but very interesting. It's not really necessary to have a unit which we look at a variety of views of the causes. That understanding is part of the process. They start out by asking who caused World War I, by the time they're finished the debate it is clearly evident that you can't point the finger at any one. Then the necessary step is an essay, a position paper in which each student evaluates his understanding by facing the question "What caused World War I? Then you can take it as a different approach, not who, but what. Then they begin to get at imperialism, nationalism, colonialism, all the various attitudes which inflicted all the countries.

I. What consideration do you as a staff give to the bias that may be in resource materials?

R. Well, I suppose, we just sort of naturally do that when we put together a bibliography. But I don't think we make a point of that. When the kids start out the beginning of each year we have some skill packages in which we talk about bias, when first the class runs up against a problem dealing with bias in material then we usually tend to feed one of those skill items in and let them do that little item and then go back to what we are doing.

I don't think we're doctrinaire to the point where we say that there are many views and we're going to look at them all. We look at it and we discover that there are many views. And I don't know just how representative of all the views that are possible on the first World War for instance. But it seems to me in social studies we're moving back towards the idea that it is not necessarily wrong to teach a point of view as long as the students are free to disagree. Like in the sixties, we floated pretty free didn't we, and everything was process and it was not so much what decision

you came up with but whether you could keep the feathers all floating in the air as it were. But now I think maybe we have the idea that we would like to make a pillow out of some of those feathers, and to come down.

I. Does the new curriculum encourage that or make that possible?

R. In some ways, I think especially in any units dealing with Canada, they make a concerned effort to clear up what it means to be Canadian and what being Canadian is all about. I think that is an important emphasis. I suspect in terms of which is better: free enterprise or public enterprise system, students have to have the opportunity to evaluate the two views. I think that we'd be going contrary to community expectations if we were to push anything other than the free enterprise system.

I. There's the possibility?

R. Yes, and I think that's shifted.

I. You think it's more of an emphasis on that?

R. Yes, I think people are hungry for some certainty. I've no intentions, in my teachings, to be pushed to an extreme position in any direction. But if I'm going to meander down that middle line, then it seems to me as teachers we have the responsibility to reflect something of the community and to maintain our own individual integrity.

I. To try to achieve a balance?

R. That's right. And it's a maturing thing because I found like most social studies departments, we get a lot of parachute teachers from other departments to balance out all the staffing needs so we're always in the process of having to start new teachers out and to give them material. I had hoped to give them the Kanata Kits and say, okay, this is how it's done. But we found that we can't do that completely, that we have to sort of take the pages on to twelve out and run off a set and give it to them and say this is what we're going to work with and let me show you a way of going about this. We have, we use a buddy system. Experienced teachers are paired off with an inexperienced teacher. In some cases

the inexperienced teacher will follow one class or two classes behind the experienced teacher. Just sort of walk in his or her footsteps for the first time around until they begin to say, "Gee, I could do this," and then let them go.

I. Would you describe what democracy means to you?

R. I think that democracy is a system of government where the emphasis is on the individual and the individual is involved in some respect, indirectly or directly, in the decisionmaking that affects him. If it is indirect they carry with them the right of recall of the representative.

I. How should social studies address the question of citizenship? What does it mean to enable students to become good citizens?

R. Well, first of all they have to understand the system in which they work, in which they live, both its strengths and its weaknesses. Something of the historical developments to that they can see that things that are just weren't dreamed up out of a hat but came out of a process. And I don't think we can teach that but if it starts sprouting we can water it. For instance, we, although there's no prerequisite for Social 30, we won't let grade eleven students take it if we feel the process has not yet been, in most cases, begun to happen in grade eleven. However, it does happen to some in grade twelve. I just finished doing the six stages of moral education in which we look at the way people make decisions. Whether reward or punishment or back-scratching conformity, or because it's the law or because universal principle or whatever, and to have them to look at the decisions that they make and the decisions we see being made by the leaders of the community round about them and evaluate those decisions and see whether or not they are the kind of decisions that we want to make.

It used to be that I would hardly be able to put a sentence together in the way of a direct statement. Everything was a question in teaching. I just didn't seem to be able to lecture or preach or anything in that area. And I think the other guys in the school are sort of finding the same thing too, that it's almost as if in your best students there is a hunger for someone to lay

things out for them so they can see it. Has the world become so confused, I don't know....

In regard to that citizenship, almost constantly comes up naturally in discussing whatever political thing. I always feel as if that moral issue is always present, the moral aspect of citizenship. But I don't think I can test it, all I can do is hope. I would hate to test it really. I can test whether they can accurately recognize an action and put upon it some kind of moral category and to get general agreement from the classroom; that, yes, this is a stage five action. And I think that as confidence grows, that they can take this difficult stuff and come up with an idea and can agree rather than argue.

I. Could you mention some of the examples of resources or articles that promote citizenship?

R. Well, I use this right here, and I have used parts out of Kennedy's book, "Profiles in Courage." I tend to use newspaper clippings quite a bit. Trying to get the kids to be able to recognize, in their situation, to recognize world dilemmas and the world standards and to try to cope with them. We currently are doing a couple of plays, just reading them through, George Bernard Shaw's St. Joan and Galileo. These aren't Canadian or current things, but they're things about which students know. They know about St. Joan, they know about Galileo, and to have them portrayed as human beings I think is new. I use that little film "Private Shultz." I think it came out first in Freedom and Control in Grade ten. They took it off because they thought it was too political. You've probably seen it. We've spent some time on the Japanese situation. What should be done about the Hutterite situation in Alberta. The Indians, naturally. But by the time the kids get through grade ten, all this navel gazing, especially when they've come up through grades right through junior high, they're so tired of Canadian stuff that they just groan when you mention it. So you have to be a little careful.

I. When you compare the political and economic systems, how do you insure that there is a balance of view on each?

R. Well, I think I take a pretty balanced point of view in presenting the initial material. I picture everybody in

a world like this so I don't claim to be kind of an innovator but the old grid, where you have the totalitarian and pure democracy over here and free enterprise up here, and then apply individual countries in terms of where they stand, where their political and economic systems are placed. And then to deal with the totalitarian public enterprise system you tend to look at Stalin's Russia then a section where you see dictorial free enterprise system. And then of course Canada, a free enterprise, representative democracy here and Sweden up here.

I. Do you chose resources to reflect those areas?

R. That's right. Although it's very difficult to get readings that are written by people on this continent about Russia for instance, that are unbiased. I don't really try, after we've gone over it normally, I ask the class do you detect a bias in what is written? And we discuss that, why would there be a bias if there was. I think a lot of material that is supposed to be unbiased is biased. I think non-biased is the worst kind of bias. Read your material, know it has a bias and see it as a bias and then compare it to another known bias if you find something that supports the unbiased.

I. How do you make use of current materials to insure that balance?

R. Well, we have here in the school people who subscribe to a lot of sundry newspapers. We have the Christian Science Monitor and we have the Manchester Guardian. We have a Toronto newspaper, Vancouver, of course our own tabloid, and we have a habit, I shouldn't say a habit, we encourage people when they're running stuff off to put one on each of our carrels so that we're constantly getting a run on material. We have a vertical file which the girls have done, in which we've collected stuff from back years and these are under almost a pure library system. It complies to the main categories of filing systems in libraries so that we can go back and pick some stuff up and put clippings together so as to present contrasts.

Again it's quite a lot of variety the way they take a teacher's view. Our full-time people are very skilled but there is a variety and approaches like down here is the perfect scholar, everything is done in very great

detail if you want a test or a unit that really looks into something in detail you'd say what are you doing on Thursday night. You want something that has some interesting student relationships from last year so there's kind of a flow back and forth because we don't feel as if we're isolated.

I. Are any magazines received from the continent, you mentioned "Manchester Guardian," any others?

R. No, our library, we did for awhile, we did get that newspaper from China, China Times, but we're not currently getting any. I suppose partially for budget reasons. A lot of periodicals and that sort of thing, if they're not really being used to the hilt, we kind of budget them out.

I. What are the most crucial considerations in interpreting a curriculum and choosing resources, for your own class?

R. We're obliged to see where the curriculum points us, I think that has to be one of our primary considerations. I have not as yet found any great conflict between my natural inclinations and what the curriculum required. My second thing is what do I think will interest the students and what interests me. Because I feel that I do a good job of teaching when I'm interested myself. If it's on the curriculum and if I'm interested myself and if I'm concerned with always interesting the students, then I feel we kind of have a situation that maybe when you teach a class three times in a year each one works out a little different and I'm quite happy for it to work that way. And I find that my materials are never really infinitely repeatable. I'm constantly having to redo them all the time because things are constantly changing and so I think that myself and I don't think that people are called to be teachers, but I think if you happily find yourself in a job that really sort of stirs your innards then there is a certain kind of strength there. And I would hate to see the curriculum drive that out of teachers, to make us computers, to process a bunch of cards.

Teacher F

Interviewer — Would you describe how you use resources in class?

Respondent — Textbooks are basically used to supplement the notes and the information that I give to them. I use the textbooks also as a source of information for exercises and answers. Magazines such as Canada and the World are used as enrichment and additional sources of information. They are for two things, one as a basis for exercises and two, as a basis for discussion purposes. Newspaper articles and recent issues of Time, Macleans, and Newsweek again are used more as enrichment and to emphasize points which I have made in lectures for notes and again used as a basis for exercises. Video tapes from the library that I have at home are used for enrichment and discussion points again. I don't make too many exercises or assignments on video tapes that I show.

I. How do you decide which books to use, which articles to use?

R. The books recommended by the Department of Education, I've looked at all of those and the ones that I feel are very accurate are the ones I have ordered. I constantly look very quickly at all the international publications and if it fits the program I keep them on file. I also, mainly from PBS, I record the programs, review them again, decide if they're appropriate for the course, if it isn't I erase it and if it is I use it.

I. What ideas do you use in selecting whether the books are or are not appropriate for a topic?

R. Probably something that would grab the interest of a student, that makes the points I have given in lectures, dramatic and interesting points of information or enrichment. Not dry, factual type of material but material that will more or less create an interest in the student rather than just providing him with additional information.

I. Does point of view play a role?

R. The viewpoint of myself and the student, or where I

think the students stand politically or economically, I don't take that into consideration. I only take into consideration viewpoints that give a balanced picture of something. If I talk about communism I try to balance opposing views of communism with supporting views of communism. Or with capitalism, people who support capitalism.

I. You use Kanata Kit 12?

R. I use the resources provided in the Kanata Kit almost completely. Suggested activities I modify to a great extent. Part of the reason being I think there seems to be a tendency focusing too much on writing, writing, writing. So therefore I've developed exercises and activities that do not have this same repetitiveness of position papers so I give them opportunities either for debate or discussion and type of exercises that require more of a short answer, one word phrase answers. But I do use the kit completely with the resources and the students manual. However, the teacher directions I modify to my particular way of teaching.

I. Do you use any part of the teaching unit "Should we encourage development of world government?"

R. Parts of teaching units on world government I have used; limited parts. Throughout the unit when we speak of various incidents such as the Arab/Israeli war, they leave too many gaps so that the students find it very difficult to understand what caused that particular war. Throughout that whole unit there are too many gaps about wars that they mentioned such as World War I and World War II. In replacement of that unit I do not go into a litany of wars or the chronology of World War I and II, but the causes of both those wars and the conflicts that have occurred post World War II to give the students more of a progression to why we have come to the stage of nuclear arms at this point and time. I think the emphasis of Nuclear war at the beginning, I believe, leaves the students again with too many gaps. It probably is a good opener; however I think it's too strongly emphasized. I think it would be better if the students are led through the 20th century on the causes of war and the need for global government and end up with nuclear, then they will have a better understanding of the situation we are in now.

I. In talking about the causes of war there are various views as to why war started. How do you go about putting together material to illustrate the causes of war?

R. There are four wars that we use. World War I and II, briefly the Korean War and the Vietnam War, and a fifth one is briefly the causes of the Arab/Israeli War. At the beginning of the unit there are a few handouts I have that explain the general causes of war. Students are made aware of those. And then through a study of these five wars the students can see how close those causes are to the original articles that they have read. Then there is a comparison at the end of the unit of the five wars and if there are any similarities, progressions, about the causes.

I. How do you select articles to illustrate the causes?

R. The reading level has to be suitable for the grade 12's. Again, there has to be material that will make the students read because of the interest of it. It has to be timely also. As a case in point, when the Falkland crisis arose, through the use of video tapes, the idea of nationalism, territory was keenly brought out as a cause of war and the students could make comparisons with other wars that have started in various similar manner.

I. How do you insure that both sides are illustrated, both points of view with the resources you use?

R. For something as topical and recent as the Falkland crisis and especially during state of war it is very difficult to get both pictures, both sides. Usually from either Canadian or American news sources, because the reporting sources are not actually involved in the conflict, there tends to be a more diversified picture, whereas to give the viewpoints of both sides much more if Canada were directly involved in a conflict, obviously we'd get one viewpoint. So, in this particular case, it is not difficult. There have been articles in newspaper, magazine, or on TV that have examined the role of the press, the media, to be objective in this conflict.

I. Should a teacher consider the viewpoint of material?

R. Quite often, if the materials are available I will point out to the students one viewpoint and then I will attempt to provide them with readings or a video that provides a different viewpoint and I try to make a very strong point to them to question what they read because something that is put on paper, in a book, or on TV, on some media material, does not make it true. The students pick up on this very, very quickly.

I. The curriculum emphasizes democracy and citizenship. What does democracy mean?

R. To have some say in the way your society is going to evolve in the future. To have some feeling that you have control over your own life without too much guidance or control from higher authorities. That you do have a stake in society and that you can be listened to by authorities. That you can determine your destiny.

I. How would you describe the characteristics of a good citizen?

R. A citizen that is well informed of the issues of the day. Not only what is happening now but how and what is the history of the particular issue and how we have gotten to this point, whether it be on the labour front, military front, social issues; a well informed person. People who are not afraid to get involved either as a participant in a discussion or just to be involved to understand the issues.

I. Do you feel that the media we have available to us gives us information of various sides of an issue?

R. I think that the media we have in North America, though it can be criticized in many areas, probably gives our citizens ample opportunity to see both views if they take the time and the interest to buy more than one newspaper, subscribe to more than one magazine, to listen to more than just one newscast, watch various programs on documentaries. I think the opportunity for them to get viewpoints is there. It may not be the best but I think they can probably have more access to this material in the western world, Europe and North America, than the majority of people in the world. The resources that we have in the school, especially the Kanata Kits, I think have done an adequate job, probably

better than adequate, in providing two different viewpoints. "Power and Politics," a unit in grade 12, does that very, very well. The human rights issue in grade 10 does that very well. "Canada and the World Community" does that very adequately.

I. In the development of curriculum, would articles be left out or kept in, because of controversial nature?

R. Such things as Kanata Kits are obviously funded by the government and the government in power will probably watch very, very carefully what political viewpoints are given either through articles, cartoons, or the audiovisual materials that are placed in such things as the Kanata Kits. It's understandable that if material is unflattering to the present government that they would not have that material in there. Whether that is right or wrong is another question.

I. Does that happen when you select resources?

R. It does happen, I have to not be very watchful, but there is some material that can be selected in the class and being a Catholic school you have to be very careful on some limited topics such as dealing with the population and production unit and the Church's stand on things such as birth control and that can be very, very touchy, and usually it can be avoided. In dealing with the Reformation unit, again dealing with a Catholic school, you'll have to give all viewpoints and you have to be very, very careful on materials you choose. You cannot, especially dealing with the Catholic church, the church's role and the revolt against it. You have to try to give an honest view but at the same time you have to be very careful as to what extent you are going to call down the Catholic Church during that particular period of time. So there are instances where you have to be very, very careful and you can go to the extreme that if you're practicing marxism, I think you'd have to be very, very careful in dealing with these. So there are instances that you have to watch for.

I. You mentioned the Reformation. Do the textbooks that are available present a slant, in the sense that they do not present the Catholic view in a balanced way?

R. I think they have presented the Reformation very well

in the textbooks that are recommended at the grade 11 level. I have no qualms about teaching the Reformation as presented in this present curriculum.

I. For you, what are the most crucial considerations in choosing resources for your class?

R. The crucial aspect is to understand the curriculum and the goals of the curriculum. To choose the resources from the list of books available. Those books must be chosen that can obviously fit the needs of the curriculum. In choosing magazines, in class magazines, periodicals that come into this school, they have to be chosen that provide topics and articles that are pertinent to the curriculum. Canada and the World fits this very accurately. When articles are taken from newspapers and periodicals they have to be such of a nature so that the student will want to read them. Usually, a brief introduction by myself about the implications of the article suffices. The resources must in some way point to the material covered in the particular unit. That way students can see that topics that you are dealing with in class are timely and are important to the society in general. Visual material, specifically video cassettes must be used with discretion. They cannot be used obviously, as a time filler during a class. They must be of a nature that emphasize again the points brought up in class and provide enrichment for students. That the students will look at that particular piece on TV and take it as an educational experience in providing more background to the points brought up in class rather than just the basic ideas of providing something for them to do or a time that they don't have to write notes, do exercises, or read.